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AUTHOR Bell, Terrell H.
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ABSTRACT

The report outlines the national need for bilingual education by providing estimates of the target group (distribution and characteristics of the language-minority, limited-English-speaking population), describes the need for bilingual education among native American and Alaskan native students and in Puerto Rico, and examines the need for teachers in elementary and secondary programs. A section on meeting the need for bilingual education outlines: (1) the services received by limited-English-speaking children in U.S. schools; (2) the activities of the Office of Bilingual Education and Minority Affairs; (3) other Department of Education programs directed toward limited-English-proficient children and adults; (4) services to American Indian and Alaskan native students in Bureau of Indian Affairs (BIA) schools, BIA-contract schools, and schools receiving BIA funds; and (5) state bilingual education programs. Appended materials include a partial listing of recent and current bilingual education research and a listing of services to limited-English-speakers under the Library Services and Construction Act in fiscal year 1980. (MSE)

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The Condition of Bilingual Education in the Nation.1982

A Report from the Secretary of Education to the President and the Congress

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U.S. Department of Education

T.H. Bell, Secretary

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InterAmerica Research Associates, Inc. d/b/a
National Clearinghouse for Bilingual Education
1555 Wilson Boulevard, Suite 605
Rosslyn, Virginia 22209
(703) 522-0710/(800) 336-4560

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CHAPTER I. INTRODUCTION AND HIGHLIGHTS

Sec. 731 (c) of the Bilingual Education Act, Title VII, ESEA, as amended, requires a report to the Congress and the President on the condition of bilingual education in the Nation and the operation of the program authorized under the Act and other programs for limited-English-proficient persons. The following specific requests for information are contained in the section:

- "(1) a national assessment of the educational needs of children and other persons with limited English proficiency and of the extent to which such needs are being met from Federal, State, and local efforts, including (A) not later than October 1, 1977, the results of a survey of the number of such children and persons in the States, and (B) a plan, including cost estimates, to be carried out during the five-year period beginning on such date, for extending programs of bilingual education and bilingual vocational and adult education programs to all such preschool and elementary school children and other persons of limited English proficiency, including a phased plan for the training of the necessary teachers and other educational personnel necessary for such purpose;
- "(2) a report on and an evaluation of the activities carried out under this title during the preceding fiscal year and the extent to which each of such activities achieves the policy set forth in section 702(a);
- "(3) a statement of the activities intended to be carried out during the succeeding period, including an estimate of the cost of such activities;
- "(4) an assessment of the number of teachers and other educational personnel needed to carry out programs of bilingual education under this title and those carried out under other programs for persons of limited English proficiency and a statement describing the activities carried out thereunder designed to prepare teachers and other educational personnel for such programs, and the number of other educational personnel needed to carry out programs of bilingual education in the States and a statement describing the activities carried out under this title designed to prepare teachers and other educational personnel for such programs;
- "(5) a description of the personnel, the functions of such personnel, and information available at the regional offices of the Department of Health, Education, and Welfare dealing with bilingual programs within that region; and
- "(6) an estimate of the number of fellowships in the field of training teachers for bilingual education which will be necessary for the two succeeding fiscal years.

The purpose of this report is to provide information on the condition of bilingual education and on the progress toward meeting the specific information requests which has been made during the period since the last report was submitted. Efforts directed toward obtaining the information needed to meet the specific requests, to answer other policy

questions, and to meet administrative and management needs within the Department are primarily embodied in the work being conducted under the authority of Part C of the Act. The Part C Research Agenda was developed and the first efforts implemented in 1979-80. The continuing activity is described in Chapter VII. The results of the studies already available are incorporated into the appropriate chapters, in particular, those on the national need for bilingual education, the need for teachers, and current activities under the Bilingual Education Act. The section on activities under the Vocational Education Act includes findings from a separate study evaluating that program.

In addition to the Part C effort, since the last report on the condition of bilingual education was submitted to the Congress and the President in 1979, the Department of Education (ED) was created and the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) was organized. This report will, accordingly, discuss changes in the structure and position of bilingual education activities within the Department and current activity in OBEMLA.

Some of the highlights of this report are the following:

Target Group

- The potential target group for programs under the Bilingual Education Act, Title VII, ESEA, as amended, consists of approximately 3.6 million school-age children, aged 4 to 18, whose home language backgrounds are other than English and who are limited in the speaking, understanding, reading and writing skills in English needed to succeed in the English-medium school.
- More than half of the limited-English-proficient (LEP) children usually speak English. However, among those in homes in which English is the usual language, children who make some use of the non-English language are more apt to be proficient in English than children in the same kind of homes who make no reported use of the non-English language.

Services

- The Title VII program is currently serving about 10 percent of the total universe of LEP students as defined under Title VII. Eighteen percent of students receiving instruction through their home language as well as instruction in the English language, i.e., receiving bilingual instruction, are in programs supported by Title VII. However, about two and a third times the number in Title VII-funded programs are in programs supported with funds from local sources. Since fund sources overlap the numbers of students in programs supported by various Federal sources, the States and local districts cannot be aggregated.
- States are making an effort to meet the needs of these children with bilingual instruction. Thirty States have now enacted bilingual education legislation. Twenty-two States provide funds for programs either under their legislation or otherwise. State funds provide for twice as many students receiving bilingual instruction as Title VII funds do.

- Although local school districts and States are making an effort, schools in general are not meeting the needs of LEP children. Only about a third of the 2.4 million children aged 5 to 14 identified in a 1978 study are receiving either bilingual instruction including instruction in English or instruction in English as a second language without the use of their home languages.

Nature of Instruction

- About 6 percent of LEP children are receiving instruction that includes assessment of English and home language proficiency, provision of instruction by professionals in all instructional areas and at least five hours weekly of English language instruction and five hours weekly of instruction using the home language as the medium.
- LEP students in the upper grades are less likely to be served with programs than those in grades kindergarten through 4.
- Many schools are not assessing the special needs of language minority children. They are not assessing the English language proficiency of these children, much less the home language proficiency, as a basis for planning programs and providing services.

Instruction in English

- LEP students receiving bilingual instruction receive somewhat more instruction in the English language arts than do students in English-medium programs. In Title VII programs, most subjects are taught in English, irrespective of teaching in the home language.

Bilingual Teachers

- From 67,500 to 72,500 teachers with bilingual qualifications would be needed to implement bilingual education programs for all LEP children who are concentrated sufficiently to make programs feasible. There is a large pool of teachers with language skills who need academic training in using languages other than English in teaching.
- Institutions with bilingual teacher training programs are presently producing teachers at the rate of about 2,000 per year. Some of these institutions believe they could enroll more students with little, if any, increased funding.
- Among teachers in the public schools, most of those with appropriate training in teaching English as a second language have also had training in bilingual education.

Bilingual Vocational Training

- Bilingual vocational training programs have been generally effective in helping to reduce unemployment and to increase job earnings of limited-English-proficient trainees. The programs have been effective across a rather wide spectrum of geographic areas, trainee groups and occupational skill areas, indicating that the programs have considerable potential for helping to alleviate the employment problems of this population.

Administration

- Administration of bilingual vocational education programs and assistance for refugee and Cuban and Haitian entrant children was transferred to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), in spring 1980.
- In FY 1981, OBEMLA administered programs totaling \$205 million, including bilingual vocational education and refugee assistance.
- The current capacity building and demonstration focus of Title VII, ESEA, continues to be the preferred federal strategy for helping States and localities meet the special educational needs of LEP children, and plans for Fiscal Year 1983 maintain that focus.
- There is a need to broaden the current range of eligible instructional approaches for serving limited English proficient students under Title VII.

PART ONE: THE NATIONAL NEED FOR BILINGUAL EDUCATION

The Department has made considerable progress toward meeting the legislative mandate for information on the size of the target population for bilingual education and other information on need since the last report. Nevertheless, this progress has not been without complications. Some of the complicating factors are the following:

- differing definitions and concepts of the population in need,
- lack of instrumentation to measure language and other skills deemed necessary for success in school which would satisfy a variety of potential audiences and data users, and
- the sheer size of the effort needed to obtain sufficiently detailed data.

Chapter II presents the results of studies to date to estimate the population meeting the definition in the Bilingual Education Act. Sources for the data are the study, Projections of the Non-English Language Background and Limited English Proficient Persons in the United States to the Year 2000, which statistically linked two earlier studies to produce estimates of limited-English-proficient children, aged 5 to 14, by State for fourteen individual language backgrounds. One of the earlier studies, the 1978 Children's English and Services Study, also provided information on the language characteristics of language minority and LEP children. Chapter II ends with a discussion of plans to update the information on children and obtain information on limited-English-proficient adults using the 1980 Decennial Census as the base.

Other chapters in this part discuss particular needs and groups—the need for programs for American Indian and Alaskan Native students in schools operated or funded by the Bureau of Indian Affairs, the supply of and need for teachers for bilingual education programs, and the need for bilingual education in the schools of Puerto Rico.

CHAPTER II. ESTIMATES OF THE TARGET GROUP

ESTIMATES OF THE LANGUAGE MINORITY POPULATION WITH LIMITED ENGLISH PROFICIENCY

Sections 703(a) (1) and (2) of the Bilingual Education Act, Title VII, ESEA, as amended by P.L. 95-561, define the population which forms the target group for programs funded under the title and other related legislation. The definition provides three tests for the pool of individuals among whom are those who

have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English.

The tests--of non-English language background or language minority--are (A) being foreign born or having a native language other than English, (B) coming from an environment in which a non-English language is dominant, and (C) being an American Indian or Alaskan Native student from an environment in which a non-English language "has had a significant impact on [his/her] level of English language proficiency". "Native language" is further defined in the section as being the language normally used by an adult, in the case of an adult, or the language normally used by the parents of a child, in the case of a child.

The problems of determining the numbers of limited-English-proficient language minority persons were two-fold. The size of the pool had to be determined. An acceptable means then had to be devised to determine how many in the pool had sufficient difficulty in school-related English language skills to prevent learning successfully in English-medium classrooms.

The task of determining the size of the pool was relatively straight forward and involved asking questions of the type which the Bureau of the Census had been asking of the U.S. population for many years. As the original responsible agency, the National Center for Education Statistics worked with the Bureau of the Census to produce the counts of the non-English language background or language minority population from the Survey of Income and Education (SIE) in spring 1976. This survey produced estimates of numbers of persons by State for ten European languages or language groups, five Asian languages or language groups, and for Arabic and Navajo. In the language minority "pool", following the Bilingual Education Act definition, were all individuals who spoke a language other than English as their usual or second language, all persons in households in which the usual or second language was other than English regardless of their individual language usage, and all persons whose mother tongue was a non-English language regardless of their current language exposure. Persons who were born abroad were included if their usual or second individual language was other than English regardless of the household language.

The problem of estimating the size of the limited-English-proficient population among those with non-English language backgrounds was much more complex. It involved developing instrumentation which would satisfy a variety of potential audiences and data users and developing procedures for capturing sensitive information with widespread implications for national policy.

The first effort to obtain reliable information on school-related English proficiency was embodied in the Children's English and Services Study (CESS) conducted by L. Miranda and Associates in spring 1978 for the National Institute of Education with the cooperation of the National Center for Education Statistics. The CESS was a Part C study.

The CESS employed a test developed with the assistance and guidance of representatives of thirty State education agencies and local school districts, psychometrists and bilingual educators to measure the kinds of skills in English understanding, speaking, reading and writing that children at various age levels, 5 to 14 years of age, need to succeed in English-medium schools. The test was administered to a representative sample of children from language minority backgrounds who would be expected to experience problems in school in accordance with the legislative definition. The CESS test will be used in the Census/Education study in summer 1982 to estimate the proportion of children in language minority households identified in the 1980 Census who are limited in English proficiency. However, because of certain questions raised about some of its properties, the test is also being further studied.

According to the definition in the Bilingual Education Act, the predominant criterion for participation in programs funded under the Act is limited proficiency in one or more of the English language skills needed for success in school, regardless of home language skills. Within the group of LEP children, however, are children with very different specific language skills. Children who are monolingual in their home languages obviously require a very different configuration of use of the home language and English instruction in the classroom from children nearly as proficient in English as in their home language. In order to use resources in the most effective way, the Department is proposing a legislative amendment to give a funding priority to projects which serve the children who will most quickly fall behind if bilingual approaches are not used--those who are limited-English-proficient and who usually speak their home languages.

For purposes of enforcing compliance with the Supreme Court decision in Lau v. Nichols, the Office of Civil Rights has used a classification of language minority children based upon the degree to which they use one or the other language. Thus school districts have been asked to report numbers of language minority children according to whether they were monolingual English-speaking, dominant in English, equally skilled in both languages, dominant in the home language, or monolingual speakers of their home language. Information on American Indian and Alaskan Native students in schools operated or funded by the Bureau of Indian Affairs for the BIA study, referred to in Chapter III, is provided according to these categories.

Findings on the national need for bilingual education based upon the studies carried out under the Bilingual Education Act follow.

The Language Minority Population

- An estimated 28 million people in the United States in 1976 had language backgrounds other than English. Of this group, approximately 5.8 million were school-aged children 4 to 18.
- Language minority people in the United States are mostly native born. About two-thirds of the total number were from the United States or one of its outlying areas.

- The largest language minority group is Spanish. More than a third of all language minority people have Spanish as their language background.
- Although the language minority population is found in every State of the Union, seven States had more than one million such persons in 1976.

Limited-English Proficient Children

- About 3.6 million language minority school-aged children had limited English proficiency in 1978. They had sufficient difficulty speaking, reading, writing, or understanding the English language to prevent them from learning successfully in classrooms in which the sole language of instruction is English.
- Three-quarters of the limited-English-proficient children were born in the United States or one of its outlying areas.
- The population of LEP children is concentrated in three States-- California, New York, and Texas. These States accounted for two thirds of these children in 1978.
- About 56 percent of limited-English proficient children, aged 5 to 14, usually spoke English, according to the household respondents.

Projections of Numbers of Language Minorities

- The number of language minority people in the United States is projected to increase nearly twice as much as the general population between 1980 and the year 2000. Whereas the general population is projected to grow by about 17 percent in the final decades in this century, the language minority population is projected to increase by as much as 32 percent.
- Most of the increase in the language minority population will be due to the projected growth in the number of people with Spanish language backgrounds. They are projected to increase by 55 percent by the year 2000.
- The 1980 Census provisional estimates of people who speak languages other than English at home reflect the anticipated increases in language minorities in the U.S. In two of the three States with the largest language minority populations in 1976, in 1980 there were more people reporting speaking non-English languages in their homes than the total 1976 language minority population including some who no longer spoke the language.

Language Minority and LEP Children

- The number of language minority children in the United States is projected to increase by nearly 40 percent by the year 2000, and Spanish language background children by over 50 percent. These percentages contrast with the projected increase in the number of school-aged children in the general population which is about 16 percent.

- The number of LEP children in the United States is projected to increase by about 35 percent by the year 2000. Ninety-two percent of the projected increase will have Spanish language backgrounds. The number of LEP children with Spanish language backgrounds is projected to increase by 47 percent.

The estimates of the non-English language background or language minority population in the United States come from the 1976 Survey of Income and Education (SIE) which was the first major response to the mandate in the 1974 amendments to the Bilingual Education Act to count the population in need of special education services related to their language characteristics. Limited-English-proficient language minority (LEP) children, aged 5 to 14, were identified in the Children's English and Services Study (CESS) in spring 1978. Like the SIE, the CESS employed a household questionnaire to determine the language characteristics of the sampled households and their individual members. However, the CESS also employed a test especially developed for this purpose, i.e., to determine what proportion of language minority children were limited in English proficiency according to the legislative definition.

According to the CESS, 2.4 million children--63 percent of all children living in homes in which languages other than English are spoken--were limited in English proficiency. In addition, it was estimated that there were as many as 1.2 million more limited-English-proficient children younger or older than 5 - 14 years but also of school age.

Information on the Children's English and Services Study is contained in J. Michael O'Malley, Children's English and Services Study: Language Minority Children with Limited English Proficiency in the United States, National Clearinghouse for Bilingual Education, 1981, and J. Michael O'Malley, Education Needs Assessment for Language Minority Children with Limited English Proficiency NCBE, in press.

Findings from the SIE and the CESS were major bases for the recently released Part C study, Projections of Non-English Language Background and Limited English Proficient Persons in the United States to the Year 2000. For the purposes of comparison, projection rates for the general U.S. population and for school-aged children, provided by the Bureau of the Census, are also cited above.

The Projections Study statistically linked the SIE and the CESS results to estimate the number of LEP children in each of fourteen language groups studied in the SIE and to estimate the numbers of LEP children for the States in which the numbers were sufficiently large to meet the established confidence levels. It also projected the base year (1976) estimates to 1980, 1985, 1990, and 2000. However, it should be noted that the estimates for the number of LEP children from the States other than California, New York and Texas and for children from non-English language backgrounds other than Spanish are based upon generalized rates. The CESS provided direct estimates of LEP children only for those from California, New York and Texas separately and only for those with Spanish language backgrounds separately. This means that the actual number of LEP children in Massachusetts, Illinois, Colorado, Washington, etc., and of children with Chinese, Navajo, German, Yiddish, etc., language backgrounds may be lower or higher than the study estimates. In addition, the projected numbers of LEP children for the years from 1980 and beyond should be considered minimum estimates. The base year data do not include immigration from the Caribbean, Southeast Asia and elsewhere since 1976. They do not allow for immigration which may result from political or economic upheavals abroad in the future. The projections also reflect pre-1980 projection rates. Preliminary results from the 1980 Decennial Census show a national count of the Spanish origin population 11 percent higher than that projected prior to 1980 by the Bureau of the Census. The first data on language characteristics released from the 1980 Census are shown in Table 3 on page 15.

The estimated number of limited English proficient 5-to-14-year-old language minority children for 1976 and the projected numbers for 1980, 1985, 1995 and 2000 from the Projections Study are shown in Table 1 by language background. In 1976, 71 percent of LEP children had Spanish language backgrounds.

The estimated numbers of limited English proficient 5-to-14-year-old language minority children for 1976 and the projected numbers to the year 2000 are shown in Table 2 by State.

Nearly two-thirds of LEP children lived in California, New York or Texas in 1976.

CHARACTERISTICS OF LIMITED-ENGLISH-PROFICIENT CHILDREN

The Children's English and Services Study (CESS) provides some insights into the characteristics of LEP children related to their need for educational programs other than those provided for mainstream majority children. The nativity and language usage of these children has been touched on above. Other characteristics are proficiency in their home language, and their family income.

Nativity

- Three-quarters of the LEP children and 71 percent of the English proficient language minority children in the United States in spring 1978 were born here.
- Foreign-born children were somewhat less likely to be limited in English proficiency than native-born children. About 59 percent of the former, compared with 64 percent of the latter, were limited English according to this study.

Individual Language Usage

- Two-thirds of all language minority children usually spoke English according to the household respondents in the CESS. Of the LEP children, 56 percent usually spoke English.
- Nearly two-thirds of the LEP children used English with their brothers and sisters and four out of five used English with their best friends.

Home Language Proficiency

- Nearly three quarters of LEP children were rated by the household respondent as speaking and understanding their home languages very well or well. However, fewer than a quarter were similarly rated on reading and writing their home languages.
- Among children in homes in which English is the usual language, those who make some use of the non-English language are more apt to be proficient in English than children in the same kind of homes who make no reported use of the non-English language.

Table 1 -- ESTIMATED NUMBERS OF LIMITED ENGLISH-PROFICIENT CHILDREN, AGED 5 TO 14, IN 1976, AND PROJECTED NUMBERS TO THE YEAR 2000, BY LANGUAGE BACKGROUND (Numbers in thousands)

Language background	1976	Projection years				
		1980	1985	1990	1995	2000
Total	2,520.4	2,394.2	2,439.9	2,795.9	3,226.6	3,400.0
Chinese	34.3	31.3	30.3	33.0	36.2	36.2
Filipino languages	36.4	33.2	32.1	35.0	38.4	38.3
French	97.6	89.0	86.2	93.9	103.0	102.9
German	97.4	88.8	86.0	93.7	102.7	102.6
Greek	29.0	26.5	25.6	27.9	30.6	30.6
Italian	104.1	94.9	91.9	100.1	109.7	109.6
Japanese	14.5	13.3	12.8	14.0	15.3	15.3
Korean	13.4	12.2	11.8	12.8	14.1	14.1
Navajo	26.6	24.3	23.5	25.6	28.1	28.1
Polish	26.3	24.0	23.2	25.3	27.7	27.7
Portuguese	26.1	23.8	23.1	25.1	27.5	27.5
Spanish	1,789.5	1,727.6	1,794.3	2,092.7	2,455.8	2,630.0
Vietnamese	27.3	24.9	24.1	26.2	28.8	28.7
Yiddish	24.6	22.5	21.8	23.7	26.0	26.0
Other languages	173.3	157.9	153.2	166.9	182.7	182.4

NOTE.--The ratios of all these estimates to their standard errors are greater than or equal to three.

SOURCE: Projections of Non-English Language Background and Limited English Proficient Persons in the United States to the Year 2000, a study conducted by InterAmerica Research Associates, Inc., for the National Center for Education Statistics, 1981.

Table 2 --ESTIMATED NUMBERS OF LIMITED ENGLISH PROFICIENT CHILDREN, AGED 5 TO 14,
IN 1976, AND PROJECTED NUMBERS TO THE YEAR 2000, BY STATE (Numbers in 1,000's)

State	1976	Projection years				
		1980	1985	1990	1995	2000
All States	2,520.4	2,394.2	2,439.9	2,795.9	3,226.6	3,400.0
Alaska	5.4	5.8	6.0	6.8	7.7	7.8
Arizona	73.4	76.9	86.7	103.2	123.1	133.2
California	609.9	580.6	606.8	712.9	839.0	902.5
Colorado	33.7	34.2	37.2	44.6	53.2	57.5
Connecticut	31.3	27.0	25.1	28.7	32.8	34.0
Delaware	2.7	2.4	2.4	2.8	3.2	3.3
District of Columbia	2.9	2.5	2.3	2.2	2.3	2.2
Florida	84.1	89.0	99.9	120.4	145.9	160.6
Georgia	11.0	11.0	11.1	12.0	13.3	13.5
Hawaii	21.0	20.5	20.8	23.0	25.5	25.8
Idaho	5.5	5.5	6.0	7.0	8.1	8.6
Illinois	84.5	78.3	78.0	87.3	98.6	101.8
Indiana	25.1	23.2	22.7	24.9	27.7	28.1
Iowa	6.0	5.2	5.0	5.6	6.3	6.4
Kansas	8.2	7.5	7.4	8.2	9.1	9.3
Louisiana	41.0	38.7	37.5	40.0	43.3	42.9
Maine	7.7	7.0	6.9	7.7	8.6	8.7
Maryland	18.0	16.6	16.1	18.3	20.9	21.7
Massachusetts	44.8	39.0	36.9	42.5	48.9	50.8
Michigan	29.4	26.7	25.8	28.6	31.7	31.9
Minnesota	10.2	9.0	8.7	9.9	11.3	11.5
Missouri	8.1	7.1	6.9	7.6	8.3	8.3
Montana	3.4	3.1	3.2	3.5	3.9	3.9
Nebraska	5.8	5.5	5.6	6.5	7.6	8.0
Nevada	5.3	5.4	5.7	6.6	7.8	8.3
New Hampshire	5.6	5.1	4.9	5.6	6.3	6.4
New Jersey	83.3	78.4	77.0	88.8	103.2	109.1
New Mexico	69.2	68.9	73.9	86.0	100.5	106.4
New York	455.1	411.6	394.2	442.6	503.4	526.4
North Dakota	2.4	2.1	2.0	2.2	2.5	2.4
Ohio	41.4	36.3	34.6	37.6	40.8	40.5
Oklahoma	15.8	15.2	15.7	17.3	19.3	19.7
Oregon	10.5	9.8	10.0	11.4	13.0	13.5
Pennsylvania	65.9	58.3	55.5	61.6	68.7	69.5
Rhode Island	7.1	6.6	6.4	7.2	8.2	8.4
South Dakota	1.8	1.6	1.5	1.6	1.8	1.7
Texas	509.4	523.3	571.8	669.4	789.5	853.5
Utah	7.2	7.7	8.5	9.6	11.0	11.5
Vermont	2.2	2.1	2.0	2.2	2.5	2.5
Virginia	14.6	13.6	13.8	15.8	18.2	19.1
Washington	17.8	16.5	16.6	18.9	21.6	22.6
Wisconsin	8.2	7.3	7.0	8.0	9.2	9.4
Wyoming	2.1	2.1	2.2	2.5	2.9	3.0

NOTE.--State and National projections were made independently. The ratios of all estimates to their standard errors are greater than or equal to three. Estimates for the States not listed were too small to meet this criterion, but the populations are included in the National totals.

SOURCE: Projections of Non-English Language Background and Limited English Proficient Persons in the United States to the Year 2000, a study conducted by InterAmerica Research Associates, Inc., for the National Center for Education Statistics, 1981.

Family Income

- There was an inverse correlation between limited English proficiency and family income. Of those for whom family income data are available (69 percent), 45 percent of limited-English-proficient children came from families with incomes of less than \$8,000 per year; 38 percent came from families with incomes of \$8,000 to \$14,999, and 18 percent from families with incomes of \$15,000 and above. The family income characteristics of language minority children who were proficient in English for whom there are data, (75 percent) were almost the reverse; 22 percent came from families with incomes of less than \$8,000 per year, about 27 percent came from families with incomes of between \$8,000 and \$14,999, and the remainder, more than half, from families with incomes of \$15,000 and above.

THE NEED FOR BILINGUAL VOCATIONAL EDUCATION AND OTHER PROGRAMS FOR LIMITED-ENGLISH-PROFICIENT ADULTS

The Survey of Income and Education provided information about the language minority population in the United States in 1976. According to this study, there were an estimated 3.5 million people in the United States, aged 15 to 24, living in households in which languages other than English are spoken or with mother tongues other than English. There were an additional 10.6 million aged 25 to 55, and 7.9 million over age 55. About 54 percent of the group aged 15 to 24 had Spanish language backgrounds; 38 percent of the 25 to 55 year old group, and 13 percent of those over age 55, also had Spanish language backgrounds. There are no data presently available to estimate how many of these individuals have limited English proficiency, as defined in the Bilingual Education Act, much less how many of them are in need of programs to increase their job skills and employability. Information on limited-English-proficient adults and their educational and labor force characteristics will be available when the special study being conducted with the Bureau of the Census in summer 1982 is completed. This study is described below.

LIMITED-ENGLISH-PROFICIENT CHILDREN AND ADULTS IN THE 80'S

As explained above, the information on limited-English-proficient language minority children aged 5 to 14 comes from surveys which were conducted in 1976 and 1978. There is, as yet, no source of reliable information on limited-English-proficient adults, aged 16 and older, as defined in the Bilingual Education Act. In order to update the data on children and to obtain data on adults, OBEMLA is working with the Bureau of the Census through the Part C Research Committee to conduct a survey in summer 1982 of a sample of respondents to the language questions in the 1980 Decennial Census. This survey will use the instrument developed for the CESS to test language minority children. It will test adults with an instrument to measure their English proficiency especially developed for this purpose by Resource Development Institute, Inc., under contract to the then HEW Office of the Assistant Secretary for Planning and Evaluation. The study will develop and pilot test procedures to produce estimates of limited-English-proficient children and adults, by language and by State, based upon the 1980 Census information from language minority households.

As this report was being written, the Bureau of the Census released provisional data from a subsample of the 1980 Census sample. These data consisted of estimates of people aged five and older who speak languages other than English in their homes and estimates of English speaking ability based upon self ratings provided by those who speak non-English languages at home.

Individuals who speak languages other than English at home are only a part of the group identified as having non-English language backgrounds (NELB) in the SIE and other studies. Some NELB or language minority people no longer speak their mother tongues and may not presently even hear them spoken. Other NELB people live in homes in which others speak the non-English language but they do not. Nevertheless, in comparison with the estimates of people in this much broader category in 1976, 26 million of whom were aged five and older, in 1980 there was a surprising 23 million people aged five and older who were reported to speak non-English languages in their homes currently. Moreover, in California, Florida, Massachusetts and Texas, four of the eleven States which had 500,000 or more language minority people aged five and older in 1976, the number of people reporting speaking a language other than English at home in 1980 was greater than the 1976 NELB population estimate, as shown in Table 3.

The 1980 Census obtained self ratings of English speaking ability from all individuals reported speaking languages other than English in their homes. Of persons aged three and older, 55 percent were said to speak English very well; 26 percent, well, and 14 percent not well. Six percent, or 1.4 million persons, were reported not to speak English at all.

As a surrogate for LEP counts, the 1980 data have several problems. They are based upon the ratings of individuals who may not know English well themselves. The 1980 Census question asks only about speaking ability, not reading and writing skills as specified in the Bilingual Education Act definition. The Census question, asked only for children reported to speak their mother tongues at home, omitted children who experience difficulties in English related to their non-English language backgrounds but who may not speak their home languages. The joint Census/Department of Education study is designed to meet some of these problems and to produce updated estimates of children as well as estimates of adults who meet the definition for limited English proficiency in the Bilingual Education Act. It will make possible the updating of the Projections Study.

Table 3 --

LANGUAGE MINORITY PERSONS AND HOME SPEAKERS OF LANGUAGES OTHER THAN ENGLISH,
AGED FIVE AND OLDER, IN THE UNITED STATES AND SELECTED STATES, 1976 AND 1980

(Numbers in thousands)

State	1976 Survey of Income and Education: NELB ^{1/}	1980 Census: Non-English language spoken at home ^{2/}
All States	26,169	22,973
California	4,823	4,935
Florida	1,126	1,204
Illinois	1,381	1,250
Louisiana	602	377
Massachusetts	540	700
Michigan	815	577
New Jersey	1,282	1,084
New York	4,167	3,166
Ohio	775	509
Pennsylvania	1,257	772
Texas	2,692	2,900

^{1/} Persons with non-English mother tongues or living in households in which languages other than English are spoken.

^{2/} Persons who speak a language other than English at home; provisional estimates from a subsample of the 1980 Census sample.

CHAPTER III. THE NEED FOR BILINGUAL EDUCATION FOR AMERICAN INDIAN AND ALASKAN NATIVE STUDENTS

National surveys reveal very little information about groups which are small and limited in distribution to one or a few geographic areas of the country. When work was initiated to meet the Congressional mandate to count limited-English-proficient people in the United States, it was quickly recognized that only a limited number of language background populations could be individually estimated and that these could not include many of the language groups, especially the American Indian and Alaskan Native language groups, being served with Title VII programs. An advisory group made up of representatives of various Indian organizations and tribes suggested that only the Navajo, the largest tribal group with a single language, should be individually estimated. Thus, the Survey of Income and Education included separate estimates for this group and, drawing on this, the Projections Study found about 24,000 Navajo children with limited English proficiency aged 5 to 14 in 1980. The SIE also provided information on the population with American Indian ethnicity. However, the data on the language characteristics of this group did not permit the calculation of LEP rates.

Language characteristics and information on need and services in bilingual education and other special programs are available for a part of the American Indian and Alaskan Native student population. These are students enrolled in schools operated by the Bureau of Indian Affairs (BIA), in schools operated by tribes or other groups serving Indian students which are supported by the BIA through contracts, and in public schools or tribally-operated educational organizations receiving funding from the BIA through the Johnson-O'Malley Act. Seventy-two schools representative of all schools in these categories were studied in spring 1981 by American Indian Technical Services, Inc., under contract to the BIA in response to the mandate to the BIA in Sec. 722 (c) of the Bilingual Education Act. This section called for an assessment of the needs for bilingual education of Indian children in schools operated or funded by the BIA, including schools receiving assistance under the Johnson-O'Malley Act. The full report on the study, Comprehensive Indian Bilingual-Bicultural Education Needs Assessment, September 1981, may be obtained from the Bureau of Indian Affairs.

Major findings on the language characteristics of American Indian and Alaskan Native students in BIA-related schools from the BIA study include the following:

- About 42 percent of Indian students in BIA-related schools live in communities in which the dominant language is an Indian or Alaskan Native language. A quarter of them live in communities in which Navajo is dominant.
- More than half of Indian students in BIA-related schools live in communities which are at least three quarters Indian; nearly 7 in 10 live in communities in which the population is at least a third Indian.
- About 45 percent of Indian students in BIA-related schools live in homes where the tribal language is spoken predominantly.

- Nearly half of Indian students in BIA-related schools speak or understand the tribal language.
- About one in six students in BIA-related schools is dominant in the tribal language or speaks the tribal language and does not speak English at all.

The language characteristics of Indian and Alaskan Native students vary according to the type of BIA-related school in which they are enrolled. Predictably, Johnson-O'Malley schools, mostly located off the reservation, have students with the lowest rates of tribal language exposure. BIA-operated schools have the highest rates. Contract schools are in between. These data are displayed in Table 4.

Nearly two out of five students in schools receiving Johnson-O'Malley funds are monolingual in English, and 28 percent are dominant in English if they speak their tribal language at all. Two-thirds of contract school students and about half of BIA-operated school students have these characteristics. Contract schools enroll the largest proportion of students who are monolingual in a tribal language. Table 5 displays these data.

Although the BIA study did not address the English proficiency of students in BIA-related schools, study findings indicate that this is a source of concern to school administrators and parents. In a section of the study devoted to perceptions of needs and the services provided it was noted that

while very few Indian students may be dominant in native languages, there is the possibility that they have problems in English by virtue of coming from homes where one or more relatives (parents, grandparents, etc.) are dominantly native language speakers.

This possibility was cited as a reason why students might have difficulty keeping up to grade level in school and as an indicator of the need for some kind of remedial program. ^{1/}

The special needs of American Indian and Alaskan Native students relative to the influence of tribal languages on English are recognized in the definition which applies to them in Sec. 703 (a)(IXC) of the Bilingual Education Act, as amended in 1978. This definition states that limited-English-proficient American Indian and Alaskan Native students who

come from environments where a language other than English has had a significant impact on their level of English language proficiency . . .

are eligible for Title VII programs.

Aside from English proficiency or dominance in a tribal language as indicators of the need for bilingual or other special programs, Indian people have other concerns. One was reflected in the BIA study in the finding that, highly valuing their Indian culture and tradition, some Indian communities "are offended that they must disguise or justify their educational programs on the basis of bilingual education." One commentator stated

We should quit deceiving ourselves about the bilingual concept of ESL. In many tribes the language is being lost and should be taught. . . rather than using the bilingual approach. Teach the native language first.

^{1/} Comprehensive Indian Bilingual-Bicultural Needs Assessment, pp. VII-39-40.

Table 4 --ESTIMATED NUMBERS OF INDIAN STUDENTS IN BIA-RELATED SCHOOLS WHO ARE EXPOSED TO TRIBAL LANGUAGES, BY TYPE OF SCHOOL, TYPE OF LANGUAGE EXPOSURE, AND PERCENT OF TOTAL INDIAN STUDENT BODY, 1981

Language exposure	Total	BIA school	Contract school	JOM school
Students who live in homes where the tribal language is spoken predominantly	82,913	19,047	3,152	60,714
Percent of total Indian students	44.9	58.2	42.4	42.0
Students who speak or understand the tribal language	89,930	21,687	3,371	64,872
Percent of total Indian students	48.6	66.3	45.3	44.9
Students who live in homes where at least one adult speaks the tribal language	121,257	24,375	4,286	92,596
Percent of total Indian students	66.0	74.5	57.6	64.1

NOTE.--Numbers are adjusted population estimates.

SOURCE: Comprehensive Indian Bilingual-Bicultural Education Needs Assessment, study conducted by American Indian Technical Services, Inc., for the Bureau of Indian Affairs, U.S. Department of the Interior, 1981. Adapted from table VII-7.

Table 5 --ESTIMATED NUMBERS OF INDIAN STUDENTS IN BIA-RELATED SCHOOLS,
BY TYPE OF SCHOOL AND LANGUAGE DOMINANCE, 1981

Language dominance	Total	BIA school	Contract school	JOM school
Total	184,682 100.0%	32,700 100.0%	7,436 100.0%	144,546 100.0%
Monolingual in English Percent	71,112 38.5	7,626 23.3	2,681 36.0	60,805 39.1
English dominant, speaks some tribal language Percent	53,889 29.2	8,410 25.7	2,356 31.7	43,123 27.7
Equally skilled in both languages Percent	27,143 14.7	7,724 23.6	525 7.1	18,894 12.2
Indian dominant, speaks some English Percent	30,295 16.4	8,623 26.4	1,581 21.3	20,091 12.9
Monolingual in the tribal language Percent	2,243 1.2	317 1.0	293 3.9	1,633 1.1

NOTE.--Numbers are adjusted population estimates.

SOURCE: Comprehensive Indian Bilingual-Bicultural Education Needs Assessment, study conducted by American Indian Technical Services, Inc., for the Bureau of Indian Affairs, U.S. Department of the Interior, 1981. Adapted from table VII-8.

Another put it more positively

There is a need for more Indian language development for the students. The pride of the student is through their parents and grandparents and so their heritage stems from their basic language. I feel the students need to be able to speak and understand their language, if they are to feel closer to their ancestors. 2/

In contrast to the view that tribal language instruction in the schools is essential, some groups believe that the teaching of Indian languages and culture is the responsibility of the home. For them, programs making any use of tribal languages in instruction, or programs employing tribal languages in any other role than in supporting basic skills development, would be unacceptable.

2/ Ibid., p. VII-40

CHAPTER IV. THE NEED FOR TEACHERS FOR ELEMENTARY AND SECONDARY PROGRAMS

- From 27,000 to 32,000 teachers with bilingual education training were available and willing to teach in bilingual education programs in 1980. About a fifth of these teachers consisted of 1977-80 graduates of bilingual education teacher preparation programs. The remainder were public school teachers with the ability to use a non-English language to teach its language arts or other subject matter using the language as the medium of instruction and professional preparation to do so.
- About 100,000 teachers would be needed to provide bilingual education programs for the target population estimated to be concentrated in groups of at least 25 students per school with a single language background in two contiguous grades. Therefore, the present shortage is from 67,500 to 72,500.

- The need, supply, and shortage of bilingual teachers in 1980 is the following:

Teachers needed for bilingual education programs	99,500
Supply of teachers	27,000- 32,000
Teacher shortage	67,500- 72,500

- In 1976-77 about 34,000 public school teachers had both the ability to use a language other than English to teach its language arts or other subject matter and professional preparation to do so.
- In 1976-77 about 27,000 public school teachers had professional preparation in using a language other than English to teach its language arts or other subject matter but did not have the language skills to do so.
- In 1976-77 about 107,000 public school teachers reported ability to use a non-English language to teach its language arts or other subject matter but had not been professionally prepared to do so.
- Most teachers with training to teach English as a second language (ESL) had also received training in bilingual education. Of the 66,000 who had taken at least one course in ESL, all but 16,000 had some training in bilingual education. Fifty-nine percent of the teachers with at least one course in ESL had had courses in using a non-English language to teach its language arts or another subject area using it as the medium.

Information on public school teachers with training skills, and background to teach in school programs employing English and another language as mediums of instruction or otherwise instruct language minority children with limited English proficiency comes from the 1976-77 Teachers' Language Skills Survey. It should be noted that the information about language skills comes from a question asking the teachers to rate their ability to use a language other than English in instruction. Data have been gathered in 1980-81 to update this study. The new information will be available in winter 1983.

Information on the number of graduates being produced by bilingual teacher preparation programs in institutions of higher education and the factors for estimating retention of bilingual teachers, availability and willingness to teach in bilingual programs, and concentration of LEP children come from the Study of Teacher Training Programs in Bilingual Education. The report of this study, a Part C study conducted by RMC Research Corporation under contract to the Office of Planning, Budget, and Evaluation, ED, is available from OPBE.

Estimated numbers of qualified teachers from these two studies are shown in Table 6.

Table 7 displays the calculations used to obtain the estimate of 67,500 to 72,500 additional bilingual teachers needed to provide bilingual services for the target population.

According to the teacher training study, teachers are being produced by U.S. universities at about the rate of 2,000 per year. Some institutions surveyed reported, however, that they could enroll additional students with little increased funding. Eighty-five percent of the Title VII programs could increase their enrollments given additional external funding. In addition to teachers being prepared in the U.S. universities, an unknown number of teachers are being upgraded with training provided outside the formal teacher training institutions and teachers are entering the bilingual work force with training obtained abroad. Information on these two additional sources of staff for bilingual programs will be provided from the 1980-81 Teachers' Language Skills Survey.

Table 6 --

ESTIMATED NUMBERS OF TEACHERS WITH QUALIFICATIONS TO TEACH IN BILINGUAL EDUCATION PROGRAMS, 1980

	<u>Total</u>	<u>Bilingual Education Teacher Supply</u>
Teachers with bilingual education qualifications ^{1/} using a language other than English in instruction in 1976-77 ^{2/}	13,000	
Available to teach in 1980 ^{3/}		10,000
Teachers with bilingual education qualifications ^{1/} not using a language other than English in instruction in 1976-77 ^{2/}	21,000	
Available and willing to teach in 1980 ^{4/}		13,000- 15,000
Graduates of bilingual education teacher education programs entering the bilingual job market, 1977-80 ^{5/}		4,200- 7,100
Total, bilingual education teachers, 1980		27,000- 32,000

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- ^{1/} Ability to use a language other than English in teaching its language arts and/or in teaching other subjects areas, and professional training to do so.
- ^{2/} Data from the 1976-77 Teachers Language Skills Survey, conducted by WESTAT, Inc., for the National Center for Education Statistics, unpublished report.
- ^{3/} Estimated retention rate of 78% as calculated for the 1980 Study of Teacher Training Programs in Bilingual Education, conducted by RMC Research Corporation for the Office of Planning and Evaluation.
- ^{4/} Alternate rates of 62% and 70% of teachers available and willing to teach in bilingual education programs, as calculated for the teacher training study.
- ^{5/} Estimate from the teacher training study.

Table 7 --ESTIMATED NEED FOR TEACHERS FOR BILINGUAL EDUCATION PROGRAMS, 1980

Estimated number of limited-English-proficient students, aged 5-18 ^{1/}	3,300,000
Estimated number concentrated in groups of at least 25 per school from one language background in two contiguous grades ^{2/}	2,500,000
Number of teachers needed to provide bilingual services for 2.5 million children assuming a student/teacher ratio of 25 to 1	99,500
Bilingual education teachers in 1980	27,000- 32,000
Additional teachers needed	67,500- 72,500

^{1/} Estimate based upon the projected number of non-English language background students, aged 5 to 18, from the Projections Study who are assumed to have the same rate of limited English Proficiency (63%) as students, 5 to 14, according to the CESS, 1978.

^{2/} Concentration factor of 75% from the teacher training study.

CHAPTER V. THE NEED FOR BILINGUAL EDUCATION IN PUERTO RICO

- Twelve percent of Puerto Rico's public school students in 1980-81 had had experience in continental United States. Two thirds of the group had spent three or more years away from the island.
- There were more than 76,000 children with mainland experience in public schools in 1980-81. This number was 13 percent larger than the number of students with mainland experience identified in a special survey undertaken by the Puerto Rican Department of Education in May 1978.
- All regions of the island except San Juan registered numerical gains between 1978 and 1980; all regions except Bayamon registered percentage gains as well. However, the Humacao and Mayaguez regions gained proportionately the most students with mainland experience. The number of such students in Humacao rose from 9 to 15 percent of the total enrollment in that region. In Mayaguez, it rose from 13 to 16 percent, the largest percentage of any region in 1980-81.
- Reflecting the mobility of the Puerto Rican population, two-thirds of the students with mainland experience had been taken there from Puerto Rico. Only a third were born on the mainland and had come to Puerto Rico with returning families.
- Students in the upper grades were at least twice as likely to have had mainland experience as students in grades 1 to 6. Only 8 percent of the latter had had experience on the mainland; 16 percent of students in grades 7 to 9 and 18 percent of students in grades 10 to 12 had had such experience in 1980-81.

The 1980 data on students in Puerto Rican public schools who had spent a portion of their lives on the mainland were obtained from student record tapes made available by the Puerto Rican Department of Education. This information was analyzed as a part of the response to the mandate in the Bilingual Education Act to conduct a study of the extent of need for bilingual education programs in the Commonwealth of Puerto Rico.

Bilingual education programs in the context of Puerto Rico have been interpreted as programs to assist limited-Spanish-proficient students to enter or reenter the Spanish-medium Puerto Rican school system after experience in the English-speaking environment on the mainland. However, the 1978 amendments to the Bilingual Education Act, which included the mandate for the study of the need for bilingual education in Puerto Rico also provide that programs of bilingual education in Puerto Rico may include programs to improve the English proficiency of students. Thus, another part of the response to the mandate focused on the teaching of English to Puerto Rican students in general, as well as on the teaching of Spanish to the returned migrants. That study, conducted by the Inter American University of Puerto Rico under a Part C contract with NIE in 1981, surveyed English and Spanish language teachers, observed their work in classrooms and obtained their views on their needs and other issues related to language teaching on the island.

All students in Puerto Rican schools study English as a second language. Thus, the entire school population is the target group for programs to improve English proficiency.

As shown in table 8 which compares numbers of students with experience in continental United States in 1978 and in 1980, the returning migrants are a sizable and an increasing group. The group grew from 9 to 12 percent of the total school enrollment in the two years 1978-80.

Table 9 shows the numbers of students with mainland experience by region and place of birth. Table 10 shows the numbers of these students by grade and place of birth.

The presence of students with U.S. mainland experience has created new problems for Puerto Rican teachers. The students are a linguistically diverse group. Many appear to possess the school variety of neither Spanish nor English. Some speak--or are perceived to speak--better English than their teachers. They bring diverse cultural values and attitudes from the mainland. Their presence is a reminder of the status of Puerto Rico with reference to the mainland. Their characteristics arouse in some the fear of the loss of Puerto Rican identity. These problems and attitudes surfaced in the opinion survey which was a part of the study of Puerto Rican language teachers conducted by the Inter American University. Some of the findings were the following:

- Most of the teachers in the sample believe that the returned students need bilingual education programs but fewer believe that these programs are needed in their own schools.
- Most teachers believe that the regular English curriculum is not adequate for these students.
- Most teachers believe that the returned students do not speak good English.
- Most teachers believe that the returned students need courses in Puerto Rican culture.
- More than a third of the sampled teachers teaching returned migrants do not feel adequately prepared to teach Spanish as a second language.

As shown in table 11, 4,342 students participated in programs for returned migrant students in 1980-81. More than half these students were in programs funded by Title VII in grades kindergarten through 9. The Puerto Rican Department of Education estimates that about 10 percent of the total students with special needs related to their returnee status participated in programs in 1980-81.

The Inter American University Study found general agreement on the following issues in the teaching and learning of English in Puerto Rico:

- English teachers indicated that Puerto Rican students should learn English at all school levels.
- The teachers indicated, however, that lack of support, social counterpressures, inadequate curriculum, and poor motivation greatly reduce the likelihood for success.

Table 8 --

NUMBER AND PERCENT OF PUERTO RICAN SCHOOL CHILDREN WITH U.S. EXPERIENCE,
BY REGION, 1978 AND 1980

Region	1978		1980	
	Number	Percent	Number	Percent
Total	67,391	9.2	76,341	11.9
Arecibo	11,000	10.3	11,201	12.8
Bayamon*	5,605	13.1	12,234	12.8
Caguas	7,138	7.2	9,877	10.4
Humacao	7,852	9.2	10,049	15.2
Mayaguez	13,522	12.9	13,791	15.9
Ponce	10,442	7.9	10,251	9.7
San Juan*	11,832	7.6	8,919	8.6

*Bayamon was included in the San Juan Region in 1978; it has been separated here for purposes of comparison.

SOURCES: 1978 data from "Estudio Sobre Estudiantes Procedentes Estados Unidos", Centro de Información, Dirección General de Planificación, Información y Desarrollo Educativo, Puerto Rican Department of Education, May 1978; 1980 data from student records provided by the PRDOE, 1981.

Table 9 -- U.S. EXPERIENCE OF PUERTO RICAN SCHOOL CHILDREN, BY REGION
AND PLACE OF BIRTH, 1980

REGION	GRAND TOTAL	3 OR MORE YEARS IN THE U.S.				3 OR FEWER YEARS IN THE U.S.				NO U.S. EXPERIENCE
		TOTAL	PLACE OF BIRTH			TOTAL	PLACE OF BIRTH			
			U.S.	P.R.	OTHER		U.S.	P.R.	OTHER	
ARECIBO	87102	7768	2000	5679	89	3433	1503	1871	99	75991
CAGUAS	99289	6776	1785	4629	362	3101	1421	1624	96	89412
HUACAJON	66318	6726	1552	4675	899	3324	1657	1611	95	56249
MAYAGUEZ	86769	9478	2245	6951	282	4313	2017	2242	94	72969
POUCE	105509	6731	1839	4589	303	3520	1774	1703	43	95290
SAN JUAN	103240	5785	1497	3762	926	3138	1437	1451	246	94331
RAYAMUN	95370	8255	1742	5834	679	3974	1926	1952	101	83145
TOTAL	639737	51519	12660	36119	2700	24803	11735	12454	614	563415

RECORDS WITH MISSING DATA = 18666
NUMBER OF VALID RECORDS = 640929

INVALID REGION CODES = 0

SOURCE: Puerto Rican Department of Education, student records.

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Table 10 --U.S. EXPRIENCE OF PUERTO RICAN SCHOOL CHILDREN, BY GRADE AND
PLACE OF BIRTH, 1980

GRADE	GRAND TOTAL	3 OR MORE YEARS IN THE U.S.				3 OR FEWER YEARS IN THE U.S.				NO U.S. EXPERIENCE
		TOTAL	PLACE OF BIRTH			TOTAL	PLACE OF BIRTH			
			U.S.	P.R.	OTHER		U.S.	P.R.	OTHER	
1	61723	1380	176	1032	172	1000	357	624	19	59343
2	50342	1873	287	1314	272	1287	521	743	23	55102
3	50962	2470	334	1900	236	1454	611	1019	24	54838
4	57911	3226	564	2450	212	2802	773	1194	35	52683
5	55659	3952	781	2872	299	2043	832	1181	30	49666
6	54904	4361	981	3136	244	1996	802	1107	47	48587
7	50571	5950	1683	4104	163	3068	1541	1459	68	49553
8	53715	6003	1718	4068	217	2629	1390	1174	65	45083
9	48258	5937	1738	3956	243	2311	1249	997	65	40010
10	46300	6123	1719	4200	204	2533	1418	1036	79	37732
11	40092	5230	1348	3706	176	2059	1002	982	75	32803
12	33370	4222	990	2956	276	1735	896	777	62	27413
13	2076	233	95	130	8	166	127	33	6	1677
14	699	77	31	44	2	25	14	9	2	597
15	8969	498	213	269	16	291	198	79	14	8180
TOTAL	639679	51539	12669	36137	2740	24802	11735	12454	905	563345

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RECORDS WITH MISSING DATA = 18666
NUMBER OF VALID RECORDS = 640029

SOURCE: Puerto Rican Department of Education, student records.

Table 11 --ENROLLMENT IN BILINGUAL EDUCATION PROGRAMS IN PUERTO RICO, BY PROJECT AND GRADE LEVEL,
FIRST SEMESTER 1980-81

Project	Total	K	1	2	3	4	Grade level							
							5	6	7	8	9	10	11	12
Total	4,342	134	201	195	196	537	345	340	274	237	208	663	639	373
Title VII, ESEA, Early Childhood	921	134	201	195	196	195								
Title VII, ESEA, Upper Elementary	882					291	286	305						
Title VII, ESFA, Transition to Spanish	583					51	59	35	185	171	82			
State program	555								89	66	126	131	103	40
ESAA, Cultural- Bilingual	1,401											532	536	333

SOURCE: Puerto Rican Department of Education, "Bilingual Education in
Puerto Rico", 1980-81

- Three key factors—competence in the language, skills in instruction, and attitudes toward the job, the language, and the students—feed upon one another and contribute most decisively to the performance of Puerto Rico's language teachers.
- Competence in English and effectiveness in the classroom appear to be closely linked; the more English a teacher knows and can use effectively, the greater the likelihood for effective instruction in the classroom.
- Many of the teachers, most strikingly nearly all of those in the secondary schools, judged the Puerto Rico Department of Education's curriculum for instruction in English to be usable but generally ineffective and inadequate.
- While professing respect for creativity and innovation in the classroom, many teachers taught in a traditional fashion that encouraged passivity or limited participation from their students.
- Although the teachers expressed reasonable confidence about their competence in English, they appeared to need more training in it and were much more comfortable reading than speaking or writing it.
- In most all important respects, the teaching of English in junior high school appears to be a discouraging experience for teachers.
- Puerto Rico's language teachers are a heterogeneous group with widely different views and competencies; an effort to improve their skills and knowledge must take this diversity into account.

The full report on this Part C study, Of Teachers, Languages, and Training: an Analysis of the Inservice Training Needs of Teachers of English, and Teachers of Spanish to Returned Migrants, in Puerto Rico, is available from the National Institute of Education.

PART TWO: MEETING THE NEED FOR BILINGUAL EDUCATION

A complete picture of educational services being received by limited-English-proficient language minority children and adults is difficult to portray with existing data sources. This part discusses what is known about the scope and nature of services to LEP children and adults. The information is drawn from the third phase of the 1977-78 Childrens' English and Services Study, the only source of overall national data on children aged 5 to 14; interim findings from two of the studies in the Part C Research Agenda the Study of Significant Bilingual Instructional Features and the Evaluation of the Classroom Instruction Component of the ESEA Title VII Basic Bilingual Education Program - which give some insights into the nature of services in bilingual education programs; The Comprehensive Indian Bilingual-Bicultural Needs Assessment, a study performed in 1981 under contract for the U.S. Department of Interior, and summary program operations data on numbers of persons served and types of services in a variety of Federal and State programs.

It will become readily apparent that much of the information presented here cannot at this point be aggregated for the following reasons:

- funding sources overlap for the same populations or for sub-groups, such as the Native Americans;
- different funding sources use different criteria for selecting persons to be served;
- the nature of services being delivered, e.g. whether instructional services are bilingual or monolingual, is not always clearly specified, and
- the various funding sources have different underlying purposes, e.g. Title I, ESEA is a service support program while Title VII, ESEA is a capacity building and demonstration program.

Even large national survey data reported from the third phase of the 1978 CESS is complicated by the fact that survey responses received from Texas, a key State, were insufficient to allow that State to be incorporated into the database. Responses from California were also low with the result that the combined response rate for all States except Texas was 67 percent. Extreme caution should, therefore, be exercised in generalizing the findings to the total language minority and LEP populations.

Despite these difficulties, the following chapters represent the spectrum of activities aimed at serving limited-English-proficient language minority persons and a sizeable amount of resources devoted to meeting their educational needs. This part is organized to present what is known in general about services to the LEP population and then to describe what is being done in specific federal programs. Because Title VII, ESEA, represents the Federal Government's largest investment in the area of bilingual education, per se, considerably more attention is given to the specific activities and future directions of that program than to those of other programs.

CHAPTER VI. SERVICES RECEIVED BY LIMITED-ENGLISH-PROFICIENT CHILDREN IN U.S. SCHOOLS

Special Services

- About a third of limited-English-proficient children for whom school follow-up data were obtained, aged 5 to 14, as identified in the CESS in spring 1978, were receiving special services, including bilingual instruction and instruction in English as a second language without bilingual instruction.
- Approximately 23 percent of these children received bilingual instruction, defined as instruction in the language arts of the home language and/or instruction using the home language as the medium of instruction in other content areas and instruction in the English language. Fewer than 6 percent received instruction that included assessment of English and home language proficiency, provision of instruction by professionals in all instructional areas, and at least five hours weekly of English language instruction and five hours weekly of instruction using the home language as the medium.
- An additional 11 percent of the LEP children in the sample, received English as a second language instruction without instruction through their home language.

Funding Sources

- According to the CESS, among the LEP children in the sample, 22 percent received services funded by Title I of the Elementary and Secondary Education Act and 7 percent services funded by Title VII, ESEA, the Bilingual Education Act. Approximately 13 percent received services funded through State bilingual education programs, and 12 percent, services funded under other State provisions. Local funds provided bilingual services for 13 percent of the LEP children.

Type of Services by Funding Source

- Among LEP children receiving bilingual instruction as defined for the CESS study, 42 percent received services funded for this purpose by the local school districts, 36 percent received services funded through State bilingual programs, and 27 percent received services funded by Title VII, ESEA. Because funding sources overlap for the same pupil population, percentages by funding source cannot be aggregated.
- Services provided to LEP children in the CESS sample with Title I funds were predominantly for English-medium instruction and English-as-a-second-language or other special English-only instruction.

The above information was provided by the third phase of the Children's English and Services Study which is the only source of information on the extent to which the educational needs of LEP children are being met from efforts in U.S. schools regardless of program funding source. After their English proficiency vis-a-vis their ability to learn successfully in English-medium school settings had been tested in their homes, this phase

successfully in English-medium school settings had been tested in their homes, this phase followed the language minority children into their schools to determine whether the schools had identified their special needs and what they were doing about them. Not enough Texas school districts responded to the survey. Therefore, data on services encompasses children in the United States, excluding Texas, and the proportions should be understood accordingly.

As shown in Table 12, more than half of the LEP children were not receiving any special attention—they were enrolled in the school program which is, presumably, provided for all students regardless of language characteristics. However, about half of students receiving instruction only in English, including ESL instruction, were in classrooms with paraprofessionals who spoke their home languages.

Table 13 shows percentages of LEP students receiving services funded by various Federal, State and local programs. Since funding sources overlap for the same pupil population, the percentages receiving special services cannot be aggregated. From table 13, it will be seen that at least three times as many LEP children received services funded by Title I as received services funded by Title VII. A third more than were in Title VII programs received bilingual instruction under Title I auspices. However, Title I funds supported predominantly English-medium and English-as-a-second-language instruction. Sixty-five percent of the LEP children who received instructional services funded by Title I received ESL or other English-medium instruction without the use of their home languages.

Other aspects of school services to LEP children, aged 5 to 14, as revealed by the CESS are the following:

Services by Grade Level

- Bilingual instruction was provided for proportionately fewer of the children identified as limited English proficient at the higher grade levels. In grades kindergarten through 6, 27 percent of the children were served; in grades 7 through 9, 21 percent were served. Over half of LEP children who received bilingual instruction, according to the CESS, were enrolled in grades kindergarten through 3.

Instruction in the English Language

- LEP students who received bilingual instruction received somewhat more instruction in the English language than LEP students who received English-medium instruction without home language instruction. Whereas nearly half of both groups received 10 or more hours of English language instruction weekly, 35 percent of the former, and 28 percent of the latter received 5 to 9 hours weekly. The remainder, 14 percent of the bilingual group and 18 percent of the English-medium group, received fewer than 5 hours of English language instruction weekly.

School Assessment of Needs

- Schools assessed the English proficiency of fewer than a third of all language minority children and about 34 percent of the children identified in the CESS study as limited in English. They assessed the English proficiency of 43 percent of the LEP children receiving bilingual instruction.
- The home language proficiency of 23 percent of children receiving bilingual instruction was assessed.

Table 12 — ESTIMATED PERCENTAGES OF LANGUAGE MINORITY CHILDREN IN THE UNITED STATES, AGED 5 TO 14, IN SPRING 1978, BY ENGLISH PROFICIENCY AND TYPE OF INSTRUCTION

Instructional type	Total	With limited English proficiency	Not limited in English
Total	3,097,000 ^{1/}	1,723,000	1,375,000
Bilingual-bicultural	12%	17%	5%
Bilingual	4%	6%	2%
English as a second language	7%	11%	3%
English-medium	69%	58%	83%
Other	7%	7%	7%

^{1/} Does not include language minority children in Texas because of low school district response rate from that State. Response rate in the remaining areas of the country was 67%. Universe estimates in this table are based on 944 sample observations.

SOURCE: J. Michael O'Malley, "Instructional Services for Limited English Proficient Children", unpublished article with results from the Children's English and Services Study school survey conducted by L. Miranda and Associates for the National Institute of Education.

Table 13 -- ESTIMATED PERCENTAGES OF LIMITED-ENGLISH-PROFICIENT CHILDREN IN THE UNITED STATES, AGED 5 TO 14, IN SPRING 1978, BY TYPE OF INSTRUCTION IN SCHOOL AND SOURCE OF FINANCIAL SUPPORT FOR SPECIAL SERVICES TO THESE CHILDREN

Source of financial support	Total	Instructional type		
		Bilingual	English medium	Other
Total	1,723,000 ^{1/}	406,000	1,193,000	124,000
Title I, ESEA	22%	27%	23%	29%
Title I migrant	4%	4%	3%	13%
Title VII, ESEA	7%	18%	4%	0%
Title VII, ESAA (Desegregation)	2%	4%	2%	0%
State bilingual program	13%	36%	8%	9%
Other State support	12%	14%	12%	1%
Local bilingual program	13%	42%	5%	0%

^{1/} Does not include LEP children in Texas because of low school district response rate from that State. Response rate in the remaining areas of the country was 67%. Universe estimates in this table are based on 659 sample observations.

NOTE: Because funding sources overlap for the same pupil population, percentages by source of financial support cannot be aggregated. Only those funding sources which may provide special services to LEP children, as opposed to those which provide services to all children, are included. Thus, state, local and other general funding sources are not shown.

SOURCE: Children's English and Services Study, spring 1978; adapted from J. Michael O'Malley, Educational Services and Needs for Language Minority Children with Limited English Proficiency, National Clearinghouse for Bilingual Education, in press.

Preliminary findings from two studies funded under the Title VII, Part C Research Agenda also provide some insight into the type and quality of services being received in bilingual education classrooms in general, and in Title VII supported projects in particular. The Significant Bilingual Instructional Features Study is identifying and describing significant instructional features in a sample of bilingual classrooms judged to be successful, and determining the consequences those features have for participating students. Among other findings, the principal investigator has indicated in a recent paper delivered at the annual meeting of the American Educational Research Association that:

- LEP children in the sample spent 3/4 of their school day engaged in basic skills instruction.
- English is used for instruction approximately 60% of the time and the native language approximately 25 percent of the observed time.
- Teachers in the sample bilingual education classrooms used the same elements of effective instruction which all successful teachers use. In addition, in order to elicit productive participation of LEP students, the teachers mediated instruction by use of English and the students' native language to explain the instructional tasks and maintain attention to learning, by responding to and using cultural cues during instruction to motivate learning, and by reinforcing language development outside the time reserved for language development instruction.

Another study -- Evaluation of the Classroom Instruction Component of the ESEA Title VII Bilingual Education Program -- is investigating the characteristics of current and distinctly different instructional approaches in Title VII projects and determining the relationship between degrees of program implementation and student outcomes in the context of those instructional approaches. Among other findings are the following:

- The vast majority of projects appeared to adhere to Title VII legislation with respect to instructional approach and language of instruction.
- Most projects report using both English and the native language of the students in the classroom.
- Most subjects are taught in English except for native language arts which is taught in the native language.
- More than half the LEP children being served in K-6 can be reported to be transferred to all English classrooms on schedule (usually three years).

CHAPTER VII. ACTIVITIES OF THE OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

THE FEDERAL ROLE IN BILINGUAL

The Federal role in Bilingual education is embodied primarily in Title VII, ESEA, and is one of capacity building and demonstration. Through this program, administered in the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), school districts voluntarily seek and receive aid, for limited periods of time, to design and implement programs of bilingual education. The basic intent of grants is to serve as a catalyst for local school districts to build the necessary resources and capabilities to operate programs when federal funding ceases. Once projects are in place, it is a local responsibility to maintain them. In addition to grants to local school districts to provide direct service to children, Title VII also provides for national and regional activities to build broad national capacity in areas such as teacher training, curriculum materials development, demonstration and diffusion of exemplary bilingual education practices, and research and information gathering.

Since spring 1980 OBEMLA has had responsibility for the operation of bilingual vocational training programs for out of school youth and adults under the Vocational Education Act, and for the operation of programs to meet the special needs of refugee and Cuban and Haitian entrant children.

ACTIVITIES UNDER TITLE VII, ESEA, IN FY 1981

Activities carried out in FY 1981 under the Bilingual Education Act, Title VII, ESEA, and those proposed for implementation with the appropriation in FY 1982, are summarized in Table 14. The FY 1981 activities were the following:

Capacity Building Projects. In FY 1981, OBEMLA provided funds for 554 capacity building projects serving approximately 272,000 students from more than 80 language backgrounds. A total of \$87.5 million was spent in this category to enable school districts to establish, operate or improve bilingual education projects to help LEP children develop their English language skills. The grants are designed to help the school districts prepare to continue the projects when Federal funding ceases. Preliminary findings from a Part C sponsored evaluation of classroom instruction in Title VII projects indicate that the capacity building projects are helping LEP students to achieve English skills. More than half of LEP students in grades kindergarten to 6 are ready to be transferred to all-English medium classrooms on schedule. This is usually after three years in the program.

Demonstration Projects. In order to demonstrate exemplary approaches to meeting the educational needs of LEP children and to building the capacity of school districts to institutionalize bilingual education programs, OBEMLA funded 60 demonstration projects in FY 1981. These projects served approximately 23,000 children from 20 language backgrounds. They focused on the needs of special populations, such as recent immigrants (14 projects), pre-school children (11 projects), children in need of special education (7 projects), gifted and talented children (4 projects) and English-dominant children (5 projects). Five projects demonstrated techniques of involving parents in their children's education. A total of \$11.3 million was awarded for grants in this category in FY 1981.

Table 14 --
GRANTS AND CONTRACTS AWARDED UNDER TITLE VII, ESEA, THE BILINGUAL EDUCATION ACT, FY 1981, AND ESTIMATED FY 1982
GRANTS AND CONTRACTS

Program category	Actual FY 1981			Estimated FY 1982		
	Grants or con- tracts	Estimated participa- tion	Amount	Grants or con- tracts	Estimated participa- tion	Amount
<u>Total, Title VII, ESEA</u>	<u>1,005</u>		<u>\$ 157,467,000</u>	<u>857</u>		<u>\$ 134,371,000</u>
<u>Grants to school districts</u>	<u>614</u>		<u>98,850,000</u>	<u>493</u>		<u>79,222,000</u>
Capacity building projects	554	269,000	87,530,000	435	212,000	68,782,000
Demonstration projects	60	25,000	11,320,000	58	23,000	10,440,000
<u>School desegregation projects</u>	<u>37</u>		<u>8,100,000</u>	<u>35</u>		<u>7,356,000</u>
<u>Professional development</u>	<u>257</u>		<u>32,048,000</u>	<u>240</u>		<u>28,836,000</u>
Fellowship program	43	529	4,312,000	35	475	4,080,000
Degree-oriented training	128	5,000	14,009,000	128	5,000	13,440,000
Short-term training institutes	28	4,000	2,535,000	21	2,500	1,500,000
State education agency training institutes	3		264,000	2		156,000
Schools of Education	36		1,127,000	35		960,000
Resource centers	19		9,801,000	19		8,700,000
<u>Support services</u>	<u>97</u>		<u>17,820,000</u>	<u>89</u>		<u>18,957,000</u>
Materials development projects	13		6,500,000	15		7,560,000
State education agency technical assistance projects	43		4,446,000	48		4,800,000
Advisory Council	--		124,000	--		117,000
Clearinghouse	1		1,250,000	1		1,200,000
Part C Studies	40		5,500,000	25		5,280,000

School Desegregation Projects. OBEMLA awarded thirty-seven grants in FY 1981 to assist local school districts involved in desegregation. A total of \$8.1 million was allocated for this purpose -- \$7.4 for instructional programs and \$.7 million for curriculum development to meet the educational needs of language minority children who lack equality of educational opportunity because of language barriers and cultural differences.

The Fellowship Program. OBEMLA's fellowship program is designed to prepare trainers of teachers and other personnel preparing to work in bilingual education programs. A total of \$4.3 million was awarded for fellowships for 329 fellows enrolled in post-master's degree programs at 43 universities around the country in FY 1981. Fellows attend institutions with programs approved for bilingual education fellowship assistance. They must agree to work in the field of bilingual education in a training capacity or in another authorized activity for a period of time equivalent to that during which they receive financial assistance. In FY 1981 OBEMLA established a record system to track the fulfillment of their obligations by fellows who have completed their fellowships.

Training Projects. Two types of programs contribute directly to the professional development of teachers and others concerned with the education of LEP children. They are (1) training projects, consisting of degree-oriented training provided by institutions of higher education and short-term training institutes operated by IHE's and other agencies, and (2) grants to schools of education designed to help them increase their capacity to train personnel for bilingual education programs.

In FY 1981 grants were awarded to 128 institutions of higher education providing training leading to teaching certificates, bachelor's degrees and master's degrees for more than 5,000 individuals preparing to work with LEP children. A total of \$14 million was spent for this purpose. Grants were awarded to 28 institutions offering short-term training to nearly 4,000 trainees. These grants totaled \$2.5 million. Thirteen of the 28 short-term training institutes provided training for parents. In addition, three State agencies, those of Hawaii, Indiana and Wisconsin, received grants amounting to \$264,000 for short-term training institutes. Those of Hawaii and Indiana provided parent training. In all, projects trained the parents of, or teachers and other personnel preparing to work with, children from nearly 40 different language backgrounds.

The training program is helping to meet the need for appropriately trained teachers and other personnel for bilingual education programs. The Study of ESEA Title VII-funded and Other Teacher Training Programs in Bilingual Education, just completed by RMC Research Corporation for the Office of Program Evaluation, ED, reveals that the programs are producing about 2,000 teachers annually, most of them from Title VII-funded programs. Other findings are the following:

- The majority of graduates from bilingual education programs meet or exceed state certification requirements for specialization in bilingual education.
- Eighty-six percent of graduates move into teaching or other positions in bilingual education programs.
- Over 80 percent of the faculty of the training programs are able to teach in the language of the group with which the trainees are preparing to work.

Schools of Education Grants. In FY 1981, 35 grants totaling \$1.1 million were awarded to schools of education to establish or increase their capacity to train personnel for bilingual education programs. Twenty-five of the grants were for second year programs; 11 were for new programs. Funds are provided on a graduated basis to pay 100 percent of the salary of a faculty member the first year, up to two thirds the second year, and up to one third the third year, to enable him or her to plan and develop a training program related to bilingual education.

Resource Centers. Nineteen Bilingual Education Service Centers were awarded grants totaling \$9.8 million in FY 1981. With the exception of two centers which specialize in providing assistance for Navajos and other Native American language groups, centers serve geographic areas covering the entire United States and its outlying areas. Services include, but are not limited to, training for teachers, parents and others; technical assistance in the use of testing instruments and materials, and the identification and use of community resources. The centers are linked in a computer network with the National Clearinghouse for Bilingual Education and receive information on a regular basis through its electronic newsletter.

Materials Development Projects and Evaluation, Dissemination and Assessment Centers. OBEMLA awarded grants totaling \$4.4 million to ten institutions, including local school districts and institutions of higher education, to develop instructional and testing materials for bilingual education and bilingual education training programs in FY 1981. These projects directed their efforts toward the needs of 25 language groups or groups of related language groups.

Grants were also awarded to three Evaluation, Dissemination, and Assessment Centers to assist in the evaluation, dissemination, and assessment of materials for bilingual education and training programs within their service areas which cover the United States and its outlying areas. The EDAC's received \$2.1 million in FY 1981.

State Education Agency Technical Assistance Projects. Forty-three States and outlying areas were awarded grants amounting to \$4.4 million in FY 1981 to enable them to develop their capacity to coordinate technical assistance for bilingual education programs funded under Title VII within their borders. According to the Act, funds awarded to States for this purpose may not exceed 5 percent of the total Title VII funds awarded to their local school districts during the preceding fiscal year.

National Advisory Council on Bilingual Education. Sec. 732 of the Bilingual Education Act specifies that a 15 member National Advisory Council on Bilingual Education shall be appointed by the Secretary to advise him on regulations and policy matters affecting the administration and operation of the Act, including criteria for approval of applications and plans, and for the administration and operation of other programs for limited-English-proficient persons. The Council also prepares an annual report issued each spring. The following are the current members of the Council:

Atsuko Brewer, Seattle Washington
 Russell N. Campbell, Washington, D.C.
 Carolyn Hong Chan, Albuquerque, New Mexico
 Roberto B. Cruz, Oakland, California
 José E. Delgado, Jr., Camden, New Jersey
 Nilda L. García, Austin, Texas
 Arnhilda B. González-Quevedo, Chair, Miami, Florida
 Richard A. Gresczyk, Minneapolis, Minnesota
 Seymour Lackman, New York, New York
 P. David Machliss, Garden City, New York
 Carmen Maldonado, Bronx, New York
 Lorella LeDee Marshall, Opelousas, Louisiana
 Maria Medina-Seidner, Chicago, Illinois
 Paul Sandoval, Denver, Colorado
 Francis T. Villemain, San José, California

The National Clearinghouse for Bilingual Education. The National Clearinghouse for Bilingual Education is jointly funded by OBEMLA and the National Institute of Education. Beginning with FY 1980, at the start of the new three-year contract period with funding averaging \$2 million per year to be shared equally between the funding agencies, lead responsibility for the contract was shifted to OBEMLA. In FY 1981, Congress appropriated \$1.25 million under the Bilingual Education Act for the Clearinghouse to strengthen and increase its efforts to provide information on bilingual education and related programs, and on language minority populations in the United States and their educational needs. Some of the additional \$250,000 was used to make up for a decrease in NIE's funds. However, \$187,000 was allocated for special projects to be undertaken by the Clearinghouse, such as the publication of reports from the studies completed under Part C, the research authority of the Bilingual Education Act.

In FY 1980, the Clearinghouse fulfilled 24,000 requests for information, 30 percent of them from teachers. It provided information for 35 languages and English as a second language. After Spanish, the Southeast Asian languages, Vietnamese, Laotian, Hmong and Cambodian, accounted for the most requests. The Clearinghouse's newsletter, FORUM, was mailed free to 13,000 to 15,000 readers monthly. The Clearinghouse provided training in computer searching of information resources and initiated an electronic newsletter for Title VII resource centers and State Education Agencies.

BILINGUAL VOCATIONAL TRAINING PROGRAMS

OBEMLA awarded 15 grants for bilingual vocational training programs in 1981-82. These grants--amounting to \$3.1 million--supported the training of approximately 1,400 individuals from 12 different language backgrounds who were preparing to work in a variety of occupations. In addition, grants totaling \$1.2 million were awarded to seven institutions preparing bilingual vocational instructors. There were also three contracts for research and materials development for bilingual vocational education. These grants and contracts are authorized under the Vocational Education Act, as amended. Activities funded under the Vocational Education Act are summarized in Table 15.

Generally, bilingual vocational programs have been effective in helping to reduce unemployment and to increase the job earnings of participants. An evaluation of the programs assisted under the Vocational Education Act, performed by Kirschner Associates, Inc., for the OPBE, ED, in 1977-79, found that:

- The unemployment of graduates of bilingual vocational training programs dropped by more than 40 percent between the pre- and post-program periods. The decline of trainee pre-post unemployment rates was nearly twice as great as the decline in the aggregate unemployment rate and nearly 5 times as great as the decline in the average unemployment rate for the labor areas in which the trainees lived.
- Highest weekly job earnings of trainees increased by more than 16 percent--from \$146 to \$170--a substantial amount in comparison with earnings of other U.S. nonsupervisory workers. Considering that most of the trainees had limited work experience prior to training, the earnings increases they achieved appear to have been influenced favorably by their participation in bilingual vocational training.
- The training of participants in programs did not necessarily match the employment secured after completion of training.
- Programs have been effective across a rather wide spectrum of geographic areas, trainee groups and occupational skill areas, indicating that the programs have considerable potential for helping to alleviate the employment problems of limited-English-proficient adults.

Table 15 --

GRANTS AND CONTRACTS AWARDED FOR BILINGUAL VOCATIONAL TRAINING AND BILINGUAL VOCATIONAL INSTRUCTOR TRAINING

	Actual FY 1980 ^{a/}			Estimated FY 1981 ^{b/}		
	Grants or con- tracts	Estimated partici- pation	Amount	Grants or con- tracts	Estimated partici- pation	Amount
Total, Vocational Education Act	24		\$ 4,723,000	19		\$ 3,960,000
Bilingual vocational training	15	1,400	3,120,000	12	1,100	2,574,000
Bilingual vocational instructor training	7	260	1,200,000	5	215	990,000
Instructional materials development	2		403,000	2		396,000

^{a/} For programs operational in 1981-82.^{b/} For programs operational in 1982-83.

This information was obtained from a representative sample of trainees who were interviewed during training and one year after completing training for information on labor force participation rates, unemployment rates, job earnings, hours worked, industry of employment and occupation.

REFUGEE PROGRAMS

Forty-nine States and the District of Columbia received \$22.2 million to serve approximately 166,000 refugee children in 1981-82. Funds for this program were authorized under the Refugee Act of 1980. They were awarded by formula grant to the States to enable local school districts to provide supplementary educational services to meet the special needs of eligible children. An additional \$22 million was also made available from the FY 1981 and FY 1982 appropriations for services in 1981-82.

Made available under Title V of the Refugee Education Assistance Act, \$6 million was awarded to Dade County, Florida, to meet the special needs of approximately 11,000 Cuban and Haitian entrant children.

FY 1981 and 1982 funds for refugee assistance are summarized in Table 16.

Table 16. REFUGEE ASSISTANCE, FY 1981 AND 1982

	<u>Actual FY 1981</u>	<u>Estimated FY 1982</u>
Transition program for refugee children	\$22,268,000	\$22,000,000
Program for Cuban and Haitian entrant children	6,000,000	5,760,000

RESEARCH AND INFORMATION GATHERING

The 1974 and 1978 Amendments to Title VII, ESEA offered a unique opportunity to the federal government to conduct a very thorough information gathering and research effort on bilingual education in the United States. In particular, the 1978 Amendments mandated that the then Assistant Secretary for Education in DHEW coordinate research activities of the Education Division in order to "develop a national research program for bilingual education." To meet this challenge, an interagency coordinating committee from within the Education Division was established, consisting of representatives from the National Institute of Education, the National Center for Education Statistics, the Assistant Secretary for Planning and Evaluation (HEW), the Office of Planning, Budget and Evaluation (OE) and the Office of Bilingual Education. That group, chaired by the Assistant Secretary for Education, produced a proposed research agenda that began implementation in late 1979. When the U.S. Department of Education was established, the Part C Research Coordinating Committee continued to function and the Director, Office of Bilingual Education and Minority Languages Affairs, was designated Chair of the group.

The Part C Coordinating Committee determines the basic issues to be researched and general scope and design of each particular study. Lead responsibility is then given to the participating agency whose mission, resources and expertise most closely fit the proposed study. Funds come from the Title VII program budget and are transferred to the appropriate lead agency after memoranda of understanding have been signed by appropriate officials.

When the initial Research Plan was issued, briefings were given to interested staff of both the House and Senate. Briefings have been given also to professional organizations, such as the National Association for Bilingual Education, to State groups, to additional Congressional Staff, to OMB staff, and in seminars, workshops, etc. In addition, the public and practitioners have been kept abreast of the progress in implementing the original agenda through annual status reports in Forum, the newsletter of the National Clearinghouse for Bilingual Education.

While Part C is the major source of funding in the Department for research and evaluation on bilingual education, it is not the only activity the Department is undertaking in that area. The regular budget activities of NIE contain several studies related to bilingual education. Also, analyses initiated in certain issues surrounding the proposed Title VI, CRA Language Minority Regulation are not part of the Part C Research Plan.

In the 1978 amendments the Congress mandated that a number of program areas be investigated. The Part C Committee subsequently organized these requests into three general categories. Category "A" included studies designed to assess the national needs for bilingual education. Category "B" included studies designed to improve the quality and effectiveness of services for students. Finally, Category "C" included studies designed to improve the program management and operations of Title VII, ESEA.

The research agenda reflects and recognizes the complexity of the needs of limited English proficient children and explores the variety of services within a bilingual setting that are required to meet those needs. The agenda also responds to the urgent need for a broad information base, sorely lacking in the past, from which to generate studies of the effects of services and activities funded by the Department in order to meet better the purposes of the legislation, and to guide policy directions in the future.

The first task was to develop the information needed to fully understand the broad range of linguistic, academic and social needs of the LEP population, to clarify a range of issues in the bilingual education area, and to make judgements about the kinds and quality of services that the LEP population is or is not receiving. The research agenda, therefore, had to represent multiple perspectives--some studies would investigate the problem at community and school district levels, while others would address classroom, individual student, teacher and parent perspectives. Much of the early work of the research agenda has focused on determining and documenting the kinds and extent of current needs, current services and current indicators of effectiveness in order to generate a comprehensive and accurate picture of bilingual education in the present. From this information, models of instructional designs, parent involvement, and the capacity building process, as well as other technical assistance products for practitioners can be produced. The early work has also focused on documenting gaps in existing data resources, as well as problems in gathering comprehensive data, such as the problems outlined in Chapter II. Further, the agenda has aimed at improving the state of the art in evaluating the effectiveness of services at the local and national levels. On this latter point, a guidebook on managing project level evaluations has been published and disseminated to Title VII grantees and a study to develop evaluation and data gathering models for grades K-6 has been funded and is nearing completion.

In order to provide the Department and the Congress with interim findings concerning programs, the agenda has drawn on existing data sources where possible. The Projections Study, cited in Chapter II, is an interim response to the Congressional request for an estimate of the number of limited-English-proficient persons by language and by State. Also, a study was funded in 1981 to perform a meta-analysis of bilingual education program evaluation data. Specifically, the contractor is to conduct a meta-analysis of project performance information reported in LEA grantees' annual evaluation reports by abstracting information from a three-year sample of Title VII and non-Title VII reports, summarizing the characteristics of these reports, and determining the effectiveness of the projects, based on the reported data. The findings are expected in mid 1983.

In FY 1979, Part C funded 12 research studies. In FY 1980, 11 new and 4 continuations were funded. In FY 1981, 28 new and 12 continuations were funded, while in FY 1982, approximately 6 new studies will be funded and 20 will be continued. The Part C budget for bilingual education research activities was \$2 million in FY 79, \$4.6 million in FY 80, \$6 million in FY 81 and \$5.26 million in FY 82. A status report on the Part C studies is included as Appendix I.

For fiscal year 1982 and beyond, plans call for an emphasis on studies designed to determine the effectiveness of the various instructional approaches being implemented in bilingual education programs nationally; the instructional needs of junior and senior high school language minority students who are limited English proficient; instructional needs of specific populations such as Native Americans, handicapped children and recent immigrants; the Federal-State partnership in bilingual education; and, the factors that continue to enhance or hinder the implementation of bilingual education programs. Fiscal year 1982 will also see the continuation of a concerted effort to synthesize and apply the interim and final results of funded studies and activities.

There are three major studies, corresponding to the original categories above, that capture the focus of the research activities for the next few years:

- a more accurate count of the LEP population by language and by State is underway in a joint effort with the Bureau of the Census. The Study incorporates the findings of the 1980 Census and will provide estimates of both children and adults who are LEP. Results are expected in 1983.
- Completion of the several current studies, including the Significant Bilingual Instructional Features Study, will provide the groundwork upon which to develop a range of instructional and evaluation products to assist local school districts to improve the quality of service to LEP persons.
- A multi-year study of the effectiveness of services to language minority students primarily those provided by Title VII, ESEA, will begin in FY 1982 and will continue for several years. The study will collect longitudinal data on children receiving services and will explore the impact of a broad range of service types. The longitudinal study will be a major undertaking for the Department. It will be meticulously planned and monitored. All elements of the Part C Research Coordinating Committee will be closely involved and the Department will work closely with OMB and pertinent Congressional staff in all phases of this effort.

TITLE VII, ESEA, FUTURE DIRECTIONS

As will be seen in Chapter II of this report, the national need for providing services to limited English proficient persons is great, both in terms of size and in terms of variety. To help meet this need the Department of Education recognizes the major role that Title VII, ESEA, as a separate discretionary program, plays in fostering equal educational opportunity for limited-English-proficient persons. The Department further recognizes the need to maintain the capacity building focus of this program as a vehicle for providing assistance to States and localities to help implement the decisions they have made with regard to serving the needs of LEP persons.

Title VII activities for the immediate future are centered on three goals:

- The Department will seek to streamline the efficiency of Title VII program activities to assure the best use of reduced resources.
- The Department will seek to broaden the range of instructional approaches eligible for funding under Title VII so that local districts have greater latitude in matching instructional programs to the special needs and characteristics of the specific students they intend to serve.
- The Department will continue to expand the information base about bilingual education and the needs of LEP persons to help guide future policy deliberations on bilingual education.

Specific activities to implement these goals are embodied in the President's FY 1983 budget request for Title VII, in proposed legislative amendments to Title VII and in the ongoing Title VII Part C research agenda.

FY 1983 Budget Strategy. In keeping with the President's goal of reducing government spending overall, the FY 1983 budget request for Title VII reflects a reduction of 25 percent from the 1982 request. For fiscal year 1983, activities have been carefully reviewed to determine where reductions will least affect overall program effectiveness. Several different areas have been identified for funding cuts. Among these are the materials development activity, which is now proposed for consolidation with other types of centers providing training, dissemination and evaluation into new multi-purpose Resource Centers. The responsibilities of the new Resource Centers will include all those of the antecedent centers, but will focus on in-service training. Desegregation grants have also been eliminated as a separate line item. Desegregation districts will be encouraged to apply for funding in the Capacity Building and Demonstration Grants components. The Bilingual Vocational Training activity has also been eliminated as a separate activity authorized by the Vocational Education Act. However, grants and contracts for similar activities will be made under the Title VII authorization. One new activity, Special Demonstration Grants has been added. Specific activities are described below:

Grants to school districts. These grants will continue to aid school districts to build the capacity to provide programs for limited English proficient students. The Department has proposed legislation to give districts greater flexibility to design the kind of program which they believe to be most effective. No specific educational model will be imposed by the Federal government. This change in policy is motivated by the Department's belief that since the data on relative effectiveness of alternative approaches are not conclusive, the Federal Government should not promote a single method for serving target children. It is felt that school districts are in the best position to understand the needs of limited English proficient children in their districts and to design programs for these children.

Bilingual Desegregation Grants. Bilingual Desegregation Grants will be eliminated as a separate activity, but desegregating districts will be encouraged to apply for funding under the Basic Grants program. The reason for this change is that many desegregating districts are already funded under the Basic Grants program. Therefore, consolidation seems appropriate to reduce duplication and effect cost savings.

Materials Development. This activity will be incorporated into the Resource Centers in fiscal year 1983. This decision is based on findings of several reports and studies which show that in many cases materials were not used by school districts ("Program Audit of Bilingual Education Program," 1979; "A Study of the State of Bilingual Education Materials Development and the Transition of Materials to the Classroom," 1978). The new policy will allow basic grants to be used for this purpose and also allow Resource Centers to provide expert assistance to school districts. This will ensure that materials are relevant to local activities.

Bilingual Vocational Training. This activity was previously operated under the authority of the Vocational Education Act. In 1983, proposed legislation will allow bilingual vocational education activities to be funded under the Title VII authority.

Special Demonstration Grants. Approximately ten exemplary projects will be selected from previously funded capacity building and demonstration projects for additional funds to document their successful practices for dissemination and to provide technical assistance to school districts wishing to adopt their successful practices.

In addition, the training program will continue to be a high priority in view of the continuing lack of trained personnel. State education agencies will also continue to receive technical assistance grants to build their capacity to assist school districts in their jurisdictions.

Proposed Legislative Amendments. On April 8, 1982 the Department sent legislative proposals to the Congress to amend Title VII, ESEA, the Bilingual Education Act. The bill, entitled the "Bilingual Education Improvements Act of 1982" was introduced in the Senate by Senator S.I. Hayakawa.

The principal purposes of the bill are to authorize the funding of a broadened range of instructional approaches for serving children of limited-English-proficiency, to target funding on projects which serve children whose usual language is not English, and to authorize bilingual vocational training activities under Title VII.

Current law precludes funding Title VII projects which do not use the children's native languages to some extent. The proposed amendments would allow the Department to fund whatever educational approach a school district believed warranted, as long as that approach is designed to meet the special educational needs of the target population and can be justified as appropriate by the school district. If this modification were enacted, the Department would not promote any particular educational approach as might be the case under the current law.

The second major provision would give priority funding to projects which serve children who are both limited-English-proficient and whose usual language is not English. Although the existing statute requires that projects serve those children most in need of assistance, the new provision clarifies a priority in the target population. It is the Department's view that in a period of diminishing Federal resources the new language is necessary to focus the program more specifically.

The third major proposal would enable the Department to fund vocational training activities for out-of-school youth and adults who are limited in their English proficiency. These changes would be consistent with the program currently authorized under the Vocational Education Act of 1963. For the past two years, the bilingual program authorized by that Act has been administered by the Office of Bilingual Education and Minority Languages Affairs.

Additional provisions of the Bill would:

- strengthen the requirement that teachers who carry out projects be proficient in English and in any other language to be used in providing instruction;
- authorize research to investigate alternative methods or approaches of providing educational services to LEP children;
- authorize appropriations to carry out program activities through fiscal year 1985.

Research Agenda. Most of the studies required by the Education Amendments of 1978 will be completed by fiscal year 1983. The Department has begun development of a new research agenda under the Part C, Bilingual Education Research Coordinating Committee. The new agenda builds upon past research and explores new research questions which those findings suggest. As noted previously, a major longitudinal impact evaluation is planned for 1982, and will continue in 1983.

A special emphasis in 1983 for the National Clearinghouse for Bilingual Education will be to disseminate the findings which become available from the research agenda studies.

CHAPTER VIII. OTHER DEPARTMENT OF EDUCATION PROGRAMS DIRECTED TOWARD LIMITED-ENGLISH-PROFICIENT CHILDREN AND ADULTS

PROGRAMS RELATED TO THE BILINGUAL EDUCATION ACT

The Bilingual Education Act specifies that the Director of OBEMLA shall coordinate other programs in the department which serve language minority children and adults with limited English proficiency. The Act specifically lists those under the Emergency School Aid Act, the Vocational Education Act and the Library Services and Construction Act. Programs for limited-English-proficient children under the Emergency School Aid Act were transferred to OBEMLA in accordance with the 1978 Education Amendments. They are incorporated into the Title VII program as school desegregation projects and are discussed on page⁴⁰. Likewise, the bilingual vocational training and bilingual vocational instructor training projects which are now administered by OBEMLA are discussed on page 42.

This Chapter treats activities for LEP students conducted by the States under the Vocational Education Act; adult education activities for limited-English-proficient adults under the Adult Education Act, and programs for immigrants and refugee adults, administered by the Division of Adult Learning Programs, in the Office of Vocational and Adult Education, and services for LEP children and adults under the Library Services and Construction Act, administered by the Division of Library Programs in the Office of Educational Research and Improvement. Services for LEP students under the Title I and Title I Migrant Education Programs of the Elementary and Secondary Education Act of 1965, as amended, are also discussed. Lastly, a summary of activities related to LEP and language minority populations and performed by the Regional Offices of the Department of Education is provided.

STATE-OPERATED VOCATIONAL EDUCATION PROGRAMS

The Vocational Education Act of 1963, as amended by Public Law 94-482, Part A, subparts 2 and 3, assists States to improve planning in the use of all resources available to them for vocational education programs. It authorizes Federal formula grants to States for the following purposes: (1) to extend, improve, and where necessary, maintain existing programs of vocational education; (2) to develop new programs of vocational education; (3) to develop and administer vocational programs so as to eliminate sex discrimination and sex stereotyping and furnish equal education opportunity in vocational education to persons of both sexes and (4) to provide part-time employment for youths who need the earnings to continue their vocational training on a full-time basis.

The grants assist States in conducting vocational education programs for persons of all ages to assure access to vocational training programs of high quality. Within these formula grants, national priorities require States to utilize 15 percent of the allotments for postsecondary and adult programs. They are also required to expend 10 percent for vocational education programs for handicapped students and 20 percent for disadvantaged students, including persons of limited English speaking ability. These priorities for the

handicapped and disadvantaged populations specify that the States are to use the funds to the maximum extent possible to assist these students in participation in regular vocational education programs. States are required to match the overall basic grant, and then show specific matching for the expenditures for the national priority programs serving the handicapped, disadvantaged, postsecondary/adult and the funds used for State and local administration.

States reported that they served 42,736 enrollees in the Vocational Education Program and 29,995 in the occupationally specific programs 1979-80. This makes a total of 72,731 limited English-speaking (LEP) students served 1979-80. The largest proportion of these students enrolled in vocational education and in Consumer and Homemaking Education preparing for the occupation of Homemaking; the second largest enrolled in office occupations.

ADULT EDUCATION PROGRAMS

The Adult Education Act (P.L. 91-230 as amended) provides grants to States to encourage the establishment of programs of adult education that will enable adults to acquire basic skills necessary to function in society, to continue their education to at least the level of high school completion, and that will make available the means to secure training to enable them to become more employable, productive and responsible citizens.

There are two major parts to the adult education program established under the Adult Education Act. One is the State-administered program and the other is comprised of four national discretionary programs. Sec. 306 (a)(11) of the Act requires that the State plans for participation include special assistance to limited-English-proficient adults by providing a bilingual adult education program of instruction in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in their native language. In addition, State plans must demonstrate that the special educational needs of adult immigrants have been examined and provide for the implementation of programs to meet existing needs (Sec. 306(b)(12). In 1980, a total of 395,552 adults were enrolled in programs in 49 States, the District of Columbia, and the outlying areas. Information from North Carolina was not available. Table 17 shows enrollments by State. The largest number, nearly 150,000 were enrolled in programs in California. The program is administered by the Division of Adult Learning Programs of the Office of Vocational and Adult Education, ED.

The Division of Adult Learning Programs also awards direct contracts and grants under the discretionary programs to a variety of agencies to establish programs for adult Indochina refugees and Cuban, Haitian and other adult immigrants. Twelve contracts, serving about 23,000 Cubans, were awarded in eight States in FY 1981. Four of these were to serve Cubans in Florida. Nine contracts were awarded in five States to serve 10,000 Haitians in FY 1981. Three of these contracts were to serve Haitians in Florida. Eighteen contracts to serve 5,000 immigrants from other areas than Indochina, Cuban, or Haiti were also awarded in FY 1981. These contracts were for programs in ten States and the District of Columbia.

In FY 1981, the Division of Adult Learning Programs awarded fifteen grants in eleven States to serve over 8,000 refugees from Vietnam, Laos and Cambodia. Sec. 317 of the Adult Education Act authorizing the program for Indochina refugees, was repealed by the Omnibus Education Reconciliation Act of 1981.

Table 18 displays these activities of the Division of Adult Learning Programs, OVAE.

Table 17 --ENROLLMENTS AND SEPARATIONS^{1/} OF LIMITED-ENGLISH-SPEAKING
ADULTS IN ADULT EDUCATION PROGRAMS, BY STATE, 1980

STATE OR OUTLYING AREA	ENROLLMENTS	SEPARATIONS	SEPARATION RATE
TOTAL, 50 STATES AND D.C.	395,552	76,013	0.19
ALABAMA	1,110	292	0.26
ALASKA	514	386	0.75
ARIZONA	4,490	3,753	0.84
ARKANSAS	229	37	0.16
CALIFORNIA	147,244	*	*
COLORADO	1,885	786	0.42
CONNECTICUT	112	19	0.17
DELAWARE	212	35	0.17
DISTRICT OF COL	3,290	779	0.24
FLORIDA	50,134	12,119	0.24
GEORGIA	5,254	3,684	0.70
HAWAII	1,679	310	0.18
IDAH0	1,034	359	0.35
ILLINOIS	28,908	0	0.00
INDIANA	3,249	857	0.26
IOWA	1,604	923	0.58
KANSAS	752	242	0.32
KENTUCKY	538	368	0.68
LOUISIANA	850	138	0.16
MAINE	497	88	0.18
MARYLAND	4,890	1,425	0.29
MASSACHUSETTS	6,623	2,476	0.37
MICHIGAN	8,367	2,262	0.27
MINNESOTA	1,182	579	0.49
MISSISSIPPI	172	36	0.21
MISSOURI	1,756	535	0.30
MONTANA	344	*	*
NEBRASKA	1,048	478	0.46
NEVADA	2,145	1,600	0.75
NEW HAMPSHIRE	281	120	0.43
NEW JERSEY	11,828	5,581	0.47
NEW MEXICO	3,747	1,029	0.27
NEW YORK	28,506	21,252	0.75
NORTH CAROLINA	*	*	*
NORTH DAKOTA	354	82	0.23
OHIO	6,550	2,136	0.33
OKLAHOMA	1,189	202	0.17
OREGON	4,488	1,926	0.43
PENNSYLVANIA	3,795	1,125	0.30
RHODE ISLAND	2,034	136	0.07
SOUTH CAROLINA	311	34	0.11
SOUTH DAKOTA	134	33	0.25
TENNESSEE	1,841	284	0.15
TEXAS	28,794	*	*
UTAH	3,253	1,070	0.33
VERMONT	225	51	0.23
VIRGINIA	848	343	0.40
WASHINGTON	5,120	1,381	0.27
WEST VIRGINIA	315	135	0.43
WISCONSIN	3,907	3,907	1.00
WYOMING	453	163	0.36
AMERICAN SAMOA	219	90	0.41
GUAM	294	30	0.10
PUERTO RICO	5,076	0	0.00
TRUST TERRITORY	1,836	324	0.18
VIRGIN ISLANDS	42	13	0.31

* NOT AVAILABLE

^{1/} Persons who leave programs without completing them.

SOURCE: Division of Adult Learning Programs, Office of Vocational and Adult Education, ED. Data compiled by the National Center for Education Statistics.

Table 18 --ADULT EDUCATION PROGRAMS FOR REFUGEE AND OTHER IMMIGRANT
ADULTS, FY 1981

Program	Number of grants and contracts	Estimated participation	Amount
Cuban entrants	12	22,756	\$10,310,870
Haitian entrants	9	9,571	5,355,547
Indochina refugees	15	8,540	2,476,412
Other immigrants	18	4,835	2,429,096

SOURCE: Division of Adult Learning Programs, Office of Vocational
and Adult Education, ED

SERVICES PROVIDED UNDER THE LIBRARY SERVICES AND CONSTRUCTION ACT

The Library Services and Construction Act underwrites a State formula grant program which fosters library and information services through public libraries and through public libraries in cooperation with other types of libraries. Sec. 6(b)(4) of the Act specifies that a funding priority should be given to programs and projects which serve areas with high concentrations of limited-English-proficient language minority populations. Activities funded by the Library Services and Construction Act are administered by the Division of Library Services of the Office of Educational Research and Improvement.

In fiscal year 1980, twenty States, the District of Columbia, Puerto Rico and the Virgin Islands awarded grants for a total of forty-four projects serving more than 3 million people from seventeen language backgrounds. The largest group of recipients of services through this program was Spanish-speaking. All but Florida, with a single project serving Vietnamese, had projects serving Spanish-speaking communities.

The Library Services and Construction Act underwrote 1.8 million dollars for these services in FY 1980. However, States and local communities provided an additional 1.8 million for specialized services to LEP populations, many of them initiated with Federal funds and later adopted.

Among the services and activities supported with funds from the Library Services and Construction Act in FY 1980 were the following:

- Books, magazines and audiovisual materials in languages other than English and in English and another language.
- Story telling in languages other than English for children, both live and recorded for telephone Dial-a-Story programs.
- Cultural programs featuring non-English-speaking authors and artists, with works available for loan or on exhibit.
- Outreach programs to deliver library materials and information to penal institutions, migrant camps, and nursing homes.
- Training of library personnel in providing services to language minority communities.
- English-as-a-second-language classes.
- Information programs for language minority communities featuring specialists and community leaders discussing such practical topics as how to obtain employment.
- Publication of directories, brochures and pamphlets in languages other than English on sources of information useful to language minorities.

- State collections of materials serving the entire State in Louisiana and South Carolina; Statewide services for Hispanics provided by the Newark Public Library in New Jersey.

A list of projects funded under the Library Services and Construction Act in FY 1980 is included as Appendix 2. Information on activities funded in FY 1981 will be available later this year.

THE ELEMENTARY AND SECONDARY EDUCATION ACT

TITLE I AND TITLE I MIGRANT EDUCATION PROGRAMS

Title I, ESEA, ^{1/} provides funds to school districts, serving concentrations of children from low income families to expand and improve their programs in order to better meet the special educational needs of educationally-deprived children. Funds are allocated on the basis of a formula which incorporates, as one of its elements, counts of children from poor families living within the school district. Once a district receives its Title I allocation it must rank its attendance areas on the basis of the concentrations of children in those areas aged five to seventeen, who are from low-income families. A needs assessment of the special educational needs of children residing in the eligible attendance areas is then made and the district selects the grade levels and general instructional areas of emphasis for the project. Subsequently, individual students are identified to participate in the project and served. In the identification of educationally deprived students, lack of proficiency in English language skills is a prominent factor.

In November, 1966, Title I, ESEA was amended to incorporate special provisions for migrant children of migrant workers. Grants are made to States to establish or improve programs designed to meet the special educational needs of migrant children. Among the services to be provided are remedial and compensatory instruction in basic skills areas, and bilingual and multicultural instruction.

Basic and Title I Migrant programs serve large numbers of limited-English-proficient language minority children and youth. As indicated from the 1978 Children's English and Services Study School Survey, about three times as many LEP children received services provided by Title I as received services under Title VII. However, since the statistics on children receiving services under the Title I and Title I Migrant Education Programs are not presently aggregated by language characteristics, the precise numbers of LEP children in such programs is not known. Similarly, since reporting on specific types of instructional services overlap, it is difficult to specify whether instructional services are bilingual in nature.

^{1/} Chapter I -- "Financial Assistance to Meet Special Educational Needs of Disadvantaged Children" -- of the Education Consolidation and Improvement Act of 1981 is scheduled to take effect on October 1, 1982.

What has been reported by the States is that nearly 375,000 children received instruction for limited English-speaking students in FY 1980 under Title I auspices. Table 19 provides a State-by-State breakout of the reported data.

A recently completed national study of the Title I Migrant Program, conducted by Research Triangle Institute, provides descriptive data on oral English language fluency. The information on oral English language fluency was examined for a sample of migrant students in terms of enrollment category (degree of mobility), grade level, age level, and use of non-English languages in the home. The data, based on validated teacher ratings, indicate that while the largest portion of migrant students in this sample (75.2 percent) is rated as having oral English competence adequate for classroom work, the remaining 24.8 percent represent a sizeable portion of the target population and warrant continued, concentrated attention. Table 20 displays these data by enrollment category and degree of mobility.

The second finding of interest in the RTI study is that nearly seven out of ten migrant children in the sample come from homes where a non-English language is spoken. As indicated in Table 21 most, or about 68 percent, come from Spanish-speaking homes.

While the data in the RTI Study are not precise about the nature of the services received in the program, i.e. bilingual or monolingual instruction, the report does state that 97% of migrant children who participate receive instruction in reading or language arts.

Beginning in 1982-83 the Migrant Student Record Transfer System--a multi-State computerized data system of information on students participating in the program--will contain information about each child's language skills. This will make possible future reporting on the number of LEP children participating in Title I Migrant programs.

ACTIVITIES OF THE DEPARTMENT OF EDUCATION REGIONAL OFFICES

There are no individuals assigned directly or solely to work with bilingual education or other programs for limited-English-proficient populations in the ten Regional Offices of the Department of Education. However, depending upon the size of the LEP populations in the areas, the knowledge and interest of the Regional Office staff, and the need for technical assistance on the part of States and local school districts in the Regions, Regional Office personnel disseminate information, provide technical assistance and refer clients to sources of information and assistance. During FY 1981, Regional Office personnel participated in the following activities related to the educational needs of LEP populations:

- Workshops and training institutes for teachers and aides working with LEP, migrant and refugee groups.
- Liaison with community organizations representing language and ethnic minorities.
- Provision of technical assistance on proposal writing and interpretation of regulations.

Table 19 --STUDENTS RECEIVING INSTRUCTION FOR LIMITED-ENGLISH-SPEAKING
STUDENTS UNDER TITLE I, ESEA (REGULAR PROGRAM), BY STATE,
FY 1980

<u>State</u>	<u>Number of students</u>
Total, all States	374,590
Alabama	57
Alaska	387
Arizona	8,718
California	157,073
Connecticut	8,034
Delaware	168
Georgia	4,050
Idaho	75
Illinois	1,846
Iowa	149
Massachusetts	2,178
Michigan	831
Minnesota	328
Missouri	97
New Hampshire	33
New Jersey	8,624
New Mexico	594
New York	22,172
North Dakota	187
Pennsylvania	7,488
Rhode Island	1,673
Tennessee	3,339
Texas	25,380
Vermont	10
Virginia	1,177
Washington	647
Wisconsin	444
Guam	489
Puerto Rico	109,616
Trust Territory	8,726

Source: Title I Reporting System

Table 20 --ESTIMATED PERCENTAGES OF CHILDREN IN TITLE I, ESEA, PROGRAMS FOR M_IGRANTS, BY ENROLLMENT CATEGORY AND ORAL ENGLISH FLUENCY, 1977

Oral English Fluency	Enrollment Category					Estimated Population Total ^{a/}
	"More Than One District"	Only One District			Total	
		"Less Than Full Year"	"Full Year/ Active"	"Full Year/ Inactive"		
Doesn't Speak or Understand	0.6 (0.1)	0.9 (0.1)	1.3 (0.7)	0.7 (0.3)	0.9 (0.2)	3,300
Speaks Little, Understands Some Fundamentals	7.1 (1.1)	11.4 (2.3)	6.7 (1.4)	6.1 (1.6)	8.1 (1.2)	10,100
Elementary Understanding and Conversation, Interferes with Classroom Work	16.5 (2.2)	18.4 (1.8)	17.9 (3.4)	11.1 (1.3)	15.8 (1.3)	58,700
Speaks Broken English, Understands Most, Little Interference with Classroom Work	15.6 (2.0)	15.8 (2.1)	15.6 (1.9)	15.0 (2.3)	15.5 (1.7)	57,600
Reasonable Command of Language, May Have Accent	60.0 (4.1)	53.5 (3.9)	58.4 (4.9)	67.0 (3.9)	59.7 (3.3)	222,000
Total	100.0%	100.0%	100.0%	100.0%	100.0%	371,800

NOTE: Table entries represent weighted column percentages and associated standard errors, in parentheses. Column entries sum to 100 percent within rounding error. Results generalize to approximately 371,800 migrant children.

^{a/} Sum of the sample weights rounded to the nearest hundred.

SOURCE: Study of the ESEA Title I Migrant Education Program, conducted by Research Triangle Institute for the Office of Program Evaluation, ED, 1981. Table K.12.

Table 21 --ESTIMATED PERCENTAGES OF CHILDREN IN TITLE I, ESEA, PROGRAMS FOR MIGRANTS, BY ENROLLMENT CATEGORY AND LANGUAGE SPOKEN IN THE HOME, 1977

Non-English Language Also Spoken in the Home	Enrollment Category					Estimated Population Total ^{a/}
	"More Than One District"	Only One District			Total	
		"Less Than Full Year"	"Full Year/ Active"	"Full Year/ Inactive"		
None	31.1 (4.8)	21.5 (4.7)	21.6 (5.4)	45.3 (7.2)	30.5 (4.5)	113,400
Spanish	67.8 (4.7)	77.7 (4.6)	77.8 (5.4)	53.2 (7.1)	68.4 (4.4)	254,300
American Indian	0.2 (0.2)	0.2 (0.1)	0.1 (0.1)	0.0	0.1 (0.1)	400
Other	0.9 (0.4)	0.7 (0.2)	0.5 (0.3)	1.5 (0.9)	0.9 (0.3)	3,300
Total	100.0%	100.0%	100.0%	100.0%	100.0%	371,800

NOTE: Table entries represent weighted column percentages and associated standard errors, in parentheses. Column entries sum to 100 percent within rounding error.

a/ Sum of sample weights rounded to the nearest hundred.

SOURCE: Study of the ESEA Title I Migrant Education Program, conducted by Research Triangle Institute for the Office of Program Evaluation, ED, 1981. Table K.15.

- Referral of clients to appropriate sources of information and technical assistance such as the Title VII EDAC's and BESC's.
- Presentations and papers at National, State and local conferences.

Region VII in Kansas City operates the National Refugee Materials Center which supplies materials, publishes bibliographies, and responds to numerous inquiries for materials and guidance in working with refugee populations.

CHAPTER IX. SERVICES TO AMERICAN INDIAN AND ALASKAN NATIVE STUDENTS
IN BUREAU OF INDIAN AFFAIRS SCHOOLS, BIA-CONTRACT SCHOOLS AND
SCHOOLS RECEIVING BIA FUNDS UNDER THE JOHNSON-O'MALLEY ACT

- About 54 percent of the BIA-related schools in spring 1981 offered one or more of the following programs related to the language and cultural needs of American Indian and Alaskan Native students: (1) language programs consisting of transitional/ English-as-a-second language or tribal language arts instruction; (2) instruction in major subjects through the medium of the tribal language, or (3) tribal history and culture.
- Seventeen percent of Indian students enrolled in BIA-related schools--about 31,000 students--participated in language programs in spring 1981. About 35 percent of students enrolled in contract schools participated in such programs; 17 percent of students in schools receiving Johnson-O'Malley Act funds participated, and 14 percent of students in BIA-operated schools participated.
- Slightly more Indian students enrolled in BIA-related schools--about 33,000 students--received instruction in major subjects through their tribal languages. About 44 percent of those in contract schools received such instruction; 18 percent of those in JOM schools and 11 percent of those in BIA-operated schools received such instruction.
- Thirty-five percent of Indian students enrolled in BIA-related schools--66,000 students--participated in programs featuring tribal history and culture. About 90 percent of students in contract schools, 58 percent of those in BIA-controlled schools, and 28 percent of those in JOM schools did so.
- More than half of BIA-related schools with language programs in spring 1981 received funding for these programs from one or more of the following Federal fund sources: Part C of Title IV, ESEA, the Bilingual Education Act, or the Johnson O'Malley Act. More than two thirds of schools with cultural programs received funding from the Johnson O'Malley Act.

Information on services to American Indian and Alaskan Native students comes from the BIA study reported in Comprehensive Indian Bilingual-Bicultural Education Needs Assessment. Table 22 shows the estimated numbers of students enrolled in language programs consisting of transitional/English-as-a-second-language or tribal language arts instruction in spring 1981, by type of school and grade level. More than three quarters of students enrolled were in grades kindergarten through 3.

The languages being taught most frequently were the following:

<u>Language</u>	<u>Number of students enrolled</u>	<u>Percent of total</u>
Total	31,338	100%
Navajo	11,196	36
Cherokee	4,445	14
Dakota/Lakota	4,214	13
Papago	2,369	8
Other languages	22,224	29

Table 22.--ESTIMATED NUMBERS OF INDIAN STUDENTS IN BIA-RELATED SCHOOLS WHO ARE ENROLLED IN LANGUAGE PROGRAMS, BY TYPE OF SCHOOL AND GRADE LEVEL, 1981

Grade	Type of School:			TOTAL
	BIA	CONTRACT	JOM	
K-3	3,148	1,444	19,663	24,255
4-6	1,096	299	2,922	4,317
7-9	161	442	731	1,334
10-12	30	384	1,018	1,432
ALL GRADES	4,435	2,569	24,334	31,338
% of Total Students	13.6	34.5	16.8	17.0

SOURCE: Comprehensive Indian Bilingual-Bicultural Education Needs Assessment, study conducted by American Indian Technical Services, Inc., for the Bureau of Indian Affairs, U.S. Department of the Interior, 1981. Table VII-9.

Data on students receiving instruction in major subjects through their tribal tongues is displayed by type of school and grade level in Table 23. As was the case with students enrolled in language programs, a majority--63 percent--were in kindergarten and the early elementary grades.

Table 24 shows the estimated number of students enrolled in programs offering instruction in tribal history and culture in spring 1981, by type of school and grade level. More students at the upper grade levels, were enrolled in this type of program proportionately than were enrolled in language programs or programs employing tribal languages in major subject areas at that level. Conversely, only a little more than half those enrolled in history and culture programs were in kindergarten through grade three. This was especially true in BIA-operated schools where a quarter of students in cultural programs were at the high school level.

The percentages of BIA-related schools which have programs according to the type of program and source of funding is shown in Table 25. These percentages represent overlapping sources of funding.

The BIA study gathered information on the perceptions which a number of schools in the sample have on bilingual-bicultural education as it applies to Indian students, on the Bilingual Education Act programs, and on Indian language policy. Some of the generalized responses are the following:

- Most public schools that had experience with Title VII Bilingual Education projects expressed some level of satisfaction with the program. Some of the comments expressed some concern that the programs are inadequate--primarily in the materials development area--and that the District will lack the resources for full programmatic integration, once federal funding cycles have been concluded.
- All schools that had no experience with bilingual-bicultural programs did not see the need for such services, and felt that Indian children had an adequate command of English to perform well in academic areas. Some felt that there is a need to develop cultural awareness and pride, but believe this can best be achieved through localized social studies and curriculum approaches.
- Schools that are under the control of a tribe or tribal school board expressed a higher awareness of bilingual education philosophy and method. These schools also perceive a greater need than those that have not had bilingual education experiences. Schools that are severely isolated also expressed a more acute need for bilingual education services.
- BIA and newly formed tribally-controlled schools expressed less awareness of bilingual education [programs] and equate these to history and social studies. Some comments from BIA school respondents indicated that they feel a need for bilingual-bicultural education. On the other hand, some showed resistance to the concepts. In cases where the student body was composed of members from several tribes, there was awareness, but the respondents seemed to lack an understanding of bilingual program integration other than to place it in a cultural context--e.g. history, crafts, etc.

Table 23 --ESTIMATED NUMBERS OF INDIAN STUDENTS IN BIA-RELATED SCHOOLS RECEIVING INSTRUCTION IN MAJOR SUBJECTS THROUGH THEIR TRIBAL LANGUAGES, BY TYPE OF SCHOOL AND GRADE LEVEL, 1981

GRADE	BIA	CONTRACT	JOM	TOTAL
K-3	2,380	1,453	17,013	20,846
4-6	948	934	3,817	5,699
7-9	159	705	2,534	3,398
10-12	0	185	2,709	2,894
ALL GRADES	3,487	3,277	26,073	32,837
% of Total Students	10.7	44.1	18.0	17.8

SOURCE: Comprehensive Indian Bilingual-Bicultural Education Needs Assessment, study conducted by American Indian Technical Services, Inc., for the Bureau of Indian Affairs, U.S. Department of the Interior, 1981. Table VII-11.

Table 24 --ESTIMATED NUMBERS OF INDIAN STUDENTS IN BIA-RELATED SCHOOLS RECEIVING INSTRUCTION IN TRIBAL HISTORY AND CULTURE, BY TYPE OF SCHOOL AND GRADE LEVEL, 1981

GRADE	BIA	CONTRACT	JOM	TOTAL
K-3	7,205	2,916	25,633	35,754
4-6	3,432	1,441	6,395	11,268
7-9	3,635	1,428	4,537	9,600
10-12	4,711	896	3,278	8,885
All Grades	18,983	6,681	39,843	65,507
% of Total	58.1	89.8	27.6	35.4

SOURCE: Comprehensive Indian Bilingual-Bicultural Education Needs Assessment, study conducted by American Indian Technical Services, Inc., for the Bureau of Indian Affairs, U.S. Department of the Interior, 1981. Table VII-12.

Table 25 --PERCENTAGES OF BIA-RELATED SCHOOLS RECEIVING FUNDING FOR LANGUAGE AND CULTURE PROGRAMS FROM VARIOUS FEDERAL, STATE AND OTHER SOURCES, BY FUNDING SOURCE AND TYPE OF PROGRAM, 1981

<u>Funding source</u>	<u>Language programs</u>	<u>Tribal history and culture programs</u>
Title I, Elementary and Secondary Education Act	8.8	5.4
Title IV, Part C, Elementary and Secondary Education Act	56.3	59.1
Title VII, Elementary and Secondary Education Act	51.3	34.1
Johnson-O'Malley Act	53.9	67.5
Bureau of Indian Affairs	13.3	13.6
State Education Agency	0.0	18.6
Local Education Agency	16.6	47.1
Tribe	0.0	0.9
Other	15.5	0.5

SOURCE: Comprehensive Indian Bilingual-Bicultural Education Needs Assessment, study conducted by American Indian Technical Services, Inc., for the Bureau of Indian Affairs, U.S. Department of the Interior, 1981. Table VII-13.

- Some BIA schools have implemented programs designed to improve cultural awareness. These are in the form expressed above.
- Most of the respondents were not aware of tribal policies on the use of native languages for instructional purposes. Those that were stated that the school board had defined the policy, and most often this occurred among tribally controlled schools. There are a few indications that some tribes have formal resolutions or codes on language instruction. These are evident in cases where the tribes have assumed control of their schools.
- Some tribal groups in the Southwest (Pueblo and Papago) reflect the view that the teaching of Indian languages and culture is the responsibility of the home. In this context, the role of the schools is seen as building skills in basic educational subject areas--e.g, English, math, social studies, etc. In some cases, the teaching of native languages would be considered acceptable if it were done in the context of supporting basic skills development.
- Almost all respondents to the open-ended items expressed the need for relevant materials and curriculum on Indian culture. Materials that are available either have not been integrated into the overall curriculum very well, or do not pertain to the affected tribes. In concert with this is the need for competent professionals in the areas of curriculum development within schools serving Indian students.
- Some respondents felt that bilingual-bicultural education is needed more in the early elementary grade levels (K-3), than at the higher levels. Their consensus is that these ages are where students experience language difficulties more severely, and thus this is the appropriate stage in which to concentrate educational effort.

CHAPTER X. STATE BILINGUAL EDUCATION PROGRAMS

As indicated by the CESS school survey, about a third of limited-English-proficient language minority children receive bilingual services funded through their state agencies. Thirty States have now enacted legislation either mandating or permitting bilingual instruction and 22 provide funds to assist local school districts in developing and operating programs. Table 26, prepared by the Education Commission of the States, shows amounts of money allocated in selected states for this purpose in 1978-79, 1979-80 and 1980-81. Table 27, also prepared by the Education Commission of the States, summarizes the legislation and the characteristics of programs carried out by the states.

Table 26 -- **BILINGUAL EDUCATION APPROPRIATIONS
FOR SELECTED STATES (IN MILLIONS)**

<u>State</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>Average Annual Percent Change</u>
Arizona	1.0	1.0	N.A.	
Alaska	5.9	5.8	5.8	-0.8
California	11.8	12.9	14.7	11.6
Colorado	2.1	1.8	1.7	-9.9
Connecticut	1.4	1.4	1.6	7.1
Hawaii	.8	1.6	2.5	78.1
Illinois	14.6	16.6	17.5	9.5
Iowa	0	0	.2	
Kansas	0	.3	.4	33.0
Louisiana	1.2	1.2	1.3	4.2
Massachusetts	19.3	N.A.	11.5	
Michigan	4.0	4.5	3.2	-8.2
Minnesota	N.A.	N.A.	N.A.	-
New Jersey	6.9	6.6	9.2	17.6
New Mexico	2.7	2.9	3.0	5.4
New York	1.9	1.9	1.9	0.0
Oregon	N.A.	N.A.	N.A.	-
Rhode Island	.2	.2	.2	0.0
Texas	5.2	4.5	4.5	-6.75
Utah	.3	.4	.5	29.0
Washington	.5	2.4	2.2	185.9
Wisconsin	1.4	1.6	1.3	-2.3

Source: Data compiled by the Education Finance Center,
Education Commission of the States, 1981.

Table 27 -- PROGRAM CHARACTERISTICS
STATE BILINGUAL EDUCATION LEGISLATION
(1980-1981)

	State Bilingual Education Legislation		Grade Levels Served	Student Partici- pation Limits	Students Served	Comments
	Permissive	Mandatory				
Alabama						
Alaska		1975	K-12	None	5,500	Programs must be provided in LEAs with 8 or more LEP students.
Arizona	1969		K-8	4 years	20,000 (est.)	Aid provided for bilingual programs is part of block grant for general operations and maintenance.
Arkansas						
California		1972	K-12	None	325,748	Funds are allocated under both a Bilingual Education Act and Economically Disadvantaged Youth Program (EDY).
Colorado		1975	K-12 (K-4 priority)		18,459	LEAs with 50 or more LEP students in grades K-3 must provide programs.
Connecticut		1971	K-12	None	9,997	LEAs with 20 or more LEP students must provide programs.
Delaware						
Florida	----		K-12	None	N.A.	12 LEAs receive Title VII funds.
Georgia						
Hawaii	1979		K-12		6,522	
Idaho	----					Title VII funds available for 3 projects.
Illinois		1973	K-12	3 years	41,966	LEAs with 20 or more LEP students must provide programs. Pre-K are eligible.

Table 27 (Cont'd)

	State Bilingual Education Legislation		Grade Levels Served	Student Partici- pation Limits	Students Served	Comments
	Permissive	Mandatory				
Indiana	1976				N.A.	
Iowa	1979				3,590	First year of implementation.
Kansas	1979		K-12	None	3,617	
Kentucky						
Louisiana	1975		K-6	None	62,000	
Maine	----		K-12	None		
Maryland	----		K-12	None	N.A.	Funds included in allocations for compensatory education. Program covers all education disadvantages.
Massachusetts		1971	K-12	3 years	13,953	LEAs with 20 or more LEP students must provide programs.
Michigan		1974	K-12	3 years	20,775	LEAs with 20 or more LEP students must provide programs. All LEAs are required to submit an annual census of LEP students.
Minnesota	1976		K-12	None	8,000	
Mississippi						
Missouri						
Montana						
Nebraska						
Nevada						
New Hampshire	1973		K-12	None		State issued regulations for LEA compliance with Lau. The program for K-3 in 4 schools is funded under Title VII.

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Table 27(Cont'd)

	<u>State Bilingual Education Legislation</u>		<u>Grade Levels Served</u>	<u>Student Partici- pation Limits</u>	<u>Students Served</u>	<u>Comments</u>
	<u>Permissive</u>	<u>Mandatory</u>				
New Jersey		1975	K-12	3 years	24,000 (est.)	LEAs with 20 or more LEP students must provide programs. Annual census of LEP students is required.
New Mexico	1974		K-6 (K-3 priority)	None	26,654	Students may participate in program as long as it does not exceed 1/2 time of student.
New York	1973		K-12	3 years	4,299 (est.)	Pupil count refers to state funding of approved programs outside pupil weighting for special need students in general aid formula (which includes count of LEP students).
North Carolina						
North Dakota						
Ohio	----				N.A.	Funds for bilingual education included in funding of compensatory education programs (approx. \$150,000).
Oklahoma						
Oregon	1979		K-8	None	N.A.	
Pennsylvania	----					
Rhode Island	1974		K-12	6 years	3,100	Authorizing legislation but no state funding except for small special grants for ongoing programs.
South Carolina						
South Dakota	----					
Tennessee						

Table 27 (Cont'd)

	State Bilingual Education Legislation		Grade Levels Served	Student Partici- pation Limits	Students Served	Comments
	Permissive	Mandatory				
Texas		1973	K-5	3 years	147,518	LEAs with 20 or more LEP students must provide programs. Survey of home language required. Additional funds for staff training are provided.
Utah	----				3,029	Bilingual education is among the special purpose option programs. LEA survey of LEP students identifies eligible students. Ages 5-18 eligible.
Vermont						
Virginia						
Washington		1979	K-12 (early grade priority)	3 years	11,123	Program is now a part of a state block grant for special student programs.
West Virginia						
Wisconsin		1976	K-12	None	2,507	LEAs with 10 or more LEP students K-3 must provide programs for 4-12, programs must be provided when 20 or more reside in district.
Wyoming						

Abbreviations:

LEA - Local education agency

LEP - limited-English proficient

Source: National Clearinghouse for Bilingual Education, The Current Status of Bilingual Education Legislation, and data compiled by the Education Finance Center, Education Commission of the States, 1981.

Appendix 1

NATIONAL CLEARINGHOUSE
FOR BILINGUAL EDUCATION

FORUM

Vol. V, No. 3

March 1982

This material is a
supplement to
NCBE FORUM
March 1982

Update: Part C Bilingual Education Research

The Department of Education's (ED) 1979-1983 Bilingual Education Part C Research Agenda, designed to meet the needs of limited-English-proficient individuals is now in its third year of operation. Some studies initiated in fiscal years 1979 and 1980 have been completed, others are continuing, and several important new studies were started in fiscal year 1981. (See November 1979 *FORUM* for background information about the proposed research agenda, and December 1980 *FORUM* for subsequently funded studies.)

These studies are funded and organized in three general research categories:

- A—Assessment of National Needs for Bilingual Education
- B—Improvement in the Effectiveness of Services to Students
- C—Improvement in Title VII Program Management and Operation

The Part C Research Coordinating Committee is responsible for the general management of the funded studies, and includes representatives from the following agencies in the Education Department:

- Jesse Soriano, Director, Office of Bilingual Education and Minority Languages Affairs (OBEMLA), Chairman
- Paul Ron Hall, OBEMLA
- Gilbert N. García, OBEMLA
- Lois-ellin Datta, National Institute of Education (NIE)

- Leslie Silverman, National Center for Education Statistics (NCES)
- Jan Anderson, Office of Program Evaluation (OPE)
- John Chapman, Office of Planning and Budget (OPB)
- Allan Ginsburg, OPB

The research studies funded to date have focused on a variety of concerns. Numerous studies have investigated bilingual education from a program-level perspective; others have investigated it from classroom, student, and community perspectives. For fiscal year 1982, plans call for a more comprehensive interest in studies designed to determine the effectiveness of the various instructional approaches being implemented in bilingual education programs nationally, the instructional needs of junior and senior high school minority language students who are limited English proficient, and the factors that continue to enhance or hinder the implementation of bilingual education programs. Fiscal year 1982 will also see the continuation of a concerted effort to synthesize and apply the interim and final results of funded studies and activities.

For additional information, please contact Gilbert N. García at the Office of Bilingual Education and Minority Languages Affairs, 421 Reporters Building, 400 Maryland Avenue, S.W., Washington, D.C. 20202, (202) 472-3520. For copies of individual research designs or interim study findings, please contact the respective principal investigators.

FORUM is published monthly by the National Clearinghouse for Bilingual Education (NCBE) and is available free of charge. It provides current information in the field of bilingual education.

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**U.S. Department of Education
ESEA Title VII Bilingual Education Research
Part C Research Agenda: Recent and Current Studies**

Study	Funding Level	Levels	Contractor	Principal Investigator(s)	Federal Project Officer and OBEMLA Liaison	Summary of Study	
A-1: Survey of Language Minority Households with Limited English Proficiency	FY 81	\$214,000	6/80-5/82	Bureau of the Census Special Surveys Demographic Surveys Division Department of Commerce Washington, DC 20233	Chester Bowie (301) 763-2893	John Chapman Office of Planning and Budget, ED (202) 245-8585	To develop and pilot test the procedures and instruments to produce estimates by language and by state of limited-English-proficient children and adults nationally, based on 1980 Census returns for such households.
A-3: Projections for Changes in Numbers of Persons with Limited English Language Proficiency	FY 79	\$154,283	10/79-9/80	InterAmerica Research Associates, Inc. 1555 Wilson Boulevard, Suite 600 Rosslyn, VA 22209	Juan Gutiérrez (703) 522-0870	Gerry Kahn, NCES (301) 436-7484 Dorothy Waggoner OBEMLA Liaison (202) 472-3520	To project changes in number of limited-English-proficient persons for the next 5, 10, 15, and 20 years by language group, age group, and where possible by local and state as well as national classifications.
A-5: Cost of Bilingual Education	FY 79	No cost to Part C	1/80-6/80	The Rand Corporation Santa Monica, CA 90406	Polly Carpenter-Huffman (213) 393-0411	Paul Ron Hall OBEMLA (202) 472-3520	To convene a seminar of federal and non-federal specialists who will identify information needs on the cost of bilingual education at the federal level and begin developing a research plan for obtaining such information.
A-6: Teachers Language Skills Survey	FY 80 FY 81	\$443,610 144,352	10/80-6/82	InterAmerica Research Associates, Inc. 1555 Wilson Boulevard, Suite 600 Rosslyn, VA 22209	Michael O'Malley (703) 522-0870	Dorothy Waggoner OBEMLA (202) 472-3520	To estimate how many public school teachers in the U.S. in 1980-81 have the language skills, educational background, and experience needed for teaching in bilingual education programs and how many are actually using these skills.
A-7 Phase I: Puerto Rican Data Assessment Study	FY 79	\$ 59,263	9/79-3/80	Lourdes Miranda and Associates 4340 East-West Highway Suite 906 Bethesda, MD 20014	Silvia Viera (301) 656-8684	Dorothy Waggoner OBEMLA (202) 472-3520	To identify and quantify available student data sources in Puerto Rico, and to make recommendations about the design and improvement of its student record keeping system.
A-7 Phase IIa: Assessment of Second Language Teaching Skills of Teachers in Puerto Rico	FY 80	\$ 49,433	4/80-9/80	Southwest Regional Laboratory for Educational Research and Development 4665 Lampson Avenue Los Alamitos, CA 97020	Eduardo Rivera Medina (809) 763-9622	Ursula Pinero, NIE (202) 254-5407	To gather available information on teachers, their preparation, needs, the delivery of English and Spanish second language instruction, and to design and pilot test language proficiency assessment instruments.
A-7 Phase IIb: In-service Training Needs for Language Teachers in Puerto Rico	FY 80	\$242,718	10/80-9/81	Interamerican University Box 3250 San Juan, PR 00936	Eduardo Rivera Medina (809) 763-9622	Ursula Pinero, NIE (202) 254-5407 Dorothy Waggoner OBEMLA Liaison (202) 472-3520	To obtain indepth information on the competencies and needs of ESL and SSL K-12 teachers in Puerto Rico.
A-8: Hispanic Supplement to National Longitudinal Study: "High School and Beyond"	FY 79 FY 80 FY 81	\$135,000 40- \$225,000	4/79-5/83	National Opinion Research Center 6030 South Ellis Ave Chicago, IL 60637	Fan Sayde (312) 753-1300	Dennis Carroll, NCES (301) 436-6688	To conduct the final follow-up survey of a cohort of high school Hispanic students who were sophomores and juniors in 1980; data collection will include information on problems of Hispanic students and on the impact of bilingual programs.

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Study	Funding Level	Length	Contractor	Principal Investigator(s)	Federal Project Officer and OBEMLA Liaison	Goal of Study	
B-1 Phase I: Planning Assistance Study for Research on Significant Instructional Features in Bilingual Education	FY '79	\$198,121	9/79-9/80	Abt Associates Inc. 55 Wheeler Street Cambridge, MA 02138	Robert L. Goodrich (617) 492-7100	Mae Chu-Chang, NIE (202) 254-5766	To plan for large-scale SBIF study by making recommendations on initial information gathering, alternative plans for conducting the large study, and feedback on such plans from bilingual practitioners.
B-1 Phase IIa: A Descriptive Study of Significant Bilingual Instructional Features	FY '80 FY '81	\$1,088,000 \$1,356,000	10/1/80- 9/30/83	Far West Laboratory for Educational Research and Development 1855 Folsom Street San Francisco, CA 94103	William J. Tikunoff (415) 565-3115	Edward Fuentes, NIE (202) 254-5407 Jack Levy OBEMLA Liaison (202) 245-2961	To identify significant instructional features in classrooms with language minority students, and to determine what consequences these features have for such students.
B-1 Phase IIb: Special Studies of Bilingual Instructional Features:							
Study 1a—Learning English through Bilingual Instruction	FY '80 FY '81	\$181,000 \$255,000	9/30/80- 9/29/83	School of Education University of California, Berkeley Berkeley, CA 94720	Lily Wong Fillmore, Paul Ammon (415) 642-0820	Judith Orasanu, NIE (202) 254-5766 Terry Sullivan OBEMLA Liaison (202) 472-3520	To describe and contrast two instructional approaches that affect language learning in bilingual classes, and to determine the extent to which other instructional practices and student characteristics interact to affect the outcomes of each approach.
Study 1b—Language and Literacy in Bilingual Instruction	FY '80 FY '81	\$152,000 \$386,794	9/30/80- 9/29/83	Southwest Educational Development Laboratory 211 East 7th Street Austin, TX 78701	Domingo Domínguez (512) 476-6861	Daniel Ulibarri, NIE (202) 254-5766 Gilbert N. García OBEMLA Liaison (202) 472-3520	To examine longitudinally the cognitive and social development of Spanish-English bilingual children in both languages in order to assess the positive cognitive and social effects of bilingualism.
Study 2—Social Context of Learning in the Bilingual Classroom	FY '80 FY '81	\$164,000 \$238,000	9/30/80- 9/29/82	Graduate School of Education University of California Berkeley, CA 94720	Donald Hansen (415) 642-1720	Blanca Rosa Rodríguez NIE (202) 254-5766 Cina Sánchez Baca OBEMLA Liaison (202) 472-3520	To investigate the effect of parent, teacher, and student attitudes on the instructional features of bilingual classrooms.
Study 3—Bilingual Instructional Practices in Non-Public Schools	FY '81	\$133,000	9/29/81- 12/24/82	Educational Testing Service 111 Washington Street Brookline, MA 02146	George Elford, Protase Woodford (617) 739-2210	Cynthia Wallat, NIE (202) 254-5766 Mary Mahoney OBEMLA Liaison (202) 447-9227	To examine a variety of formal and informal bilingual instructional practices in elementary and secondary non-public schools that serve a substantial number of limited-English-proficient students, other ESL bilingual education, or innovative programs in foreign language instruction.
Study 4—Synthesis of the Formative and Summative Results of Significant Bilingual Instructional Features (SBIF) Study and related studies	FY '81	\$ 31,000	6/81- 12/82	E.H. White and Company 1025 Vermont Ave., NW Suite 720 Washington, DC 20005	Regina Kyle (202) 783-3294	Lois-ellin Datta, NIE (202) 254-6000	To develop a series of synthesis papers on the SBIF and related studies as they inform the question of effective instruction for minority language students.
B-3: A Study of Parental Involvement in Four Federal Education Programs	FY '79	\$310,000	9/78-3/82	Systems Development Corp. 2500 Colorado Avenue Santa Monica, CA 90406	Al Robbins (213) 870-4111	Gerald P. Burns, Jr. Office of Program Evaluation, ED (202) 245-7875 Gilbert N. García OBEMLA Liaison (202) 472-3520	To examine the role of parents in four federally funded educational programs (Title I, Follow Through ESEA, Title VII) to describe the nature of parental involvement, to determine effective models of this involvement, and to produce a parental involvement resource book for grantees.

Study	Funding Level	Length	Contractor	Principal Investigator(s)	Federal Project Officer and OBEMLA Liaison	Goal of Study
B-4: Development and Dissemination of Instructional Patterns	FY 79 \$ 24,013	10/79-12/79	Chess and Associates, Inc. 2750 Steeple Chase Lane Diamond Bar, CA 91765	Alba Moesser (714) 598-5761	Elizabeth Keesee OBEMLA (202) 245-2961	To develop a set of instructional patterns based on an understanding of current bilingual education project characteristics, LEP student populations, and available resources. The instructional patterns are to be field tested under a future contract.
B-5.1: Development of Evaluation and Data Gathering Models for ESEA Title VII Bilingual Education Projects	FY 80 FY 81 \$300,000 \$110,000	8/80-4/82	InterAmerica Research Associates, Inc. 1555 Wilson Boulevard Rosslyn, VA 22209	Raf Pérez (703) 522-0870	David Snoemaker Office of Program Evaluation, ED (202) 245-9401 Gilbert N. García OBEMLA Liaison (202) 472-3520	To develop evaluation and data gathering models useful to basic projects at K-6 levels and evaluation handbooks that describe and define these models, including guidelines for their use by project directors and evaluators.
B-6: Training Activities to Support the Development of Student Placement System Resources	\$203,708	6/80-12/80	Southwest Regional Laboratory for Educational Research and Development 4665 Lampson Avenue Los Alamitos, CA 97020	Masahito Okada (213) 598-7661	David M. Shoemaker Office of Program Evaluation, ED (202) 245-9401	To assist Title VII grantees in the use of the Student Placement System Resources by developing a trainer's manual and training select service center (EDACs, BESSCs, etc.) staff in its use.
B-7: Support for the Generation of Projects						
1) The Acquisition of English by Adult Immigrant Class Speakers of Spanish	FY 80 \$ 5,000 \$ 5,000	10/1/79-11/81	The Huron Institute 123 Mt. Auburn Street Cambridge, MA 02138	Herlinda Cancino and Kenji Hakata (617) 661-9285	Blanca Rosa Rodríguez NIE (202) 254-5766 Gilbert N. García OBEMLA Liaison for B-7 studies (202) 472-3520	To gather and analyze speech samples of untutored, non-college, adult immigrants acquiring English as a second language, and to determine which linguistic characteristics are good predictors of the subjects' spoken English ability.
2) Relating the Reading Skills of Minority Bilingual Persons to the Reading Demands of Work	FY 79 \$ 43,913	10/1/79-9/30/81	Southwest Regional Laboratory for Educational Research and Development 4665 Lampson Avenue Los Alamitos, CA 97020	Concepción Valadez (213) 598-0481	Blanca Rosa Rodríguez NIE (202) 254-5766	To relate the reading competencies required for high school graduation to the reading demands of entry and advanced positions in clerical and automotive fields through the analysis of job-related reading needs and evaluation of the reading competencies of minority/bilingual workers and supervisors.
3) Literacy in Inglewood	FY 79 FY 81 \$ 40,000 \$ 4,716	10/1/79-9/30/81	Department of Education University of California Los Angeles, CA 90024	Kathleen Rockhill (213) 825-6180 (213) 450-2571	John Wayne Chambers NIE (202) 254-5766	To investigate the everyday literacy experiences and needs of adult immigrants with low levels of schooling, and to compare participants to nonparticipants in ESL programs.
4) An Investigation into Bilingual Students' School Communicative Competence	FY 80 \$ 60,145	9/80-3/82	Graduate School of Education Fordham University Lincoln Center New York, NY 10023	Rita Brause Joseph Bruno (212) 841-5463	Judith Orasanu, NIE (202) 254-5766	To investigate how children in Grades K-2 learn to understand school language, in particular indirect requests in the classroom, in a bilingual education setting.
5) Improving the Function-4 Writing of Bilingual Secondary Students	FY 81 \$125,000	8/7/81-11/6/82	Center for Ethnographic Research San Diego State University San Diego, CA 92182	Henry Trueba Luis Moll (714) 265-4872	Candace Miyamura, NIE (202) 254-5766	To conduct an ethnographic study of the values and functions of writing in a community in order to develop a curriculum designed to improve the writing skills of secondary Hispanic and Filipino students.

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Study	Funding Level	Length	Contractor	Principal Investigator(s)	Federal Project Officer and OBEMLA Liaison	Goal of Study
6) Improving the Functional Writing of Urban Secondary Students	FY '81	\$ 136,000 7/27/81-10/26/82	University City Science Center 3624 Market Street Philadelphia, PA 19104	Richard Morris, Conan Louis (215) 387-2255	Candace Miyamura, NIE (202) 254-5766	To conduct an ethnographic study of the values and functions of writing in three low socioeconomic status communities (Hispanic, Black, and White) in order to develop a curriculum designed to improve the writing skills of secondary students in these communities.
7) Hispanic and Anglo Children's Participation in a School Post Office System: Improving Writing Skills	FY '81	\$ 31,420 10/1/81-9/30/82	Jennifer Greene 400 E. Rustic Road Santa Monica, CA 90402	Jennifer Greene (213) 454-3435	Candace Miyamura, NIE (202) 254-5766	To demonstrate the improvement in writing skills of both LEP and EP children in regular classrooms who participate in a letter-writing project with children in other schools.
8) A Comparison of the Cognitive Monitoring Skills of Good and Poor Readers of Hispanic Background	FY '81	\$ 14,776 9/28/81-9/27/82	Department of Psychology Stanford University Stanford, CA 94305	John Flavell (415) 497-1408	Judith Orasanu, NIE (202) 254-5766	To investigate differences in comprehension monitoring between poor and adequate seventh and eighth graders from low- and middle-income Hispanic families.
9) Acquisition of Literacy Skill in First and Second Language: Knowledge Utilization in Understandings	FY '81	\$ 32,966 9/30/81-9/29/82	Department of Education University of California Santa Barbara, CA 93106	Susan Goldman (805) 961-4337	John Wayne Chambers NIE (202) 254-5766	To examine the degree to which knowledge used in L1 is also used in L2 in Spanish-speaking children's understanding of narratives and to investigate the relationship of this knowledge to age-appropriate literacy skills.
10) Organization of Chicano Children's Narrative Behaviors	FY '81	\$ 40,955 9/30/81-9/29/82	Education Testing Service Rosedale Road Princeton, NJ 08541	Richard Durán (609) 734-5704	John Wayne Chambers NIE (202) 254-5766	To examine videotape data spanning three years for each of four Chicano bilingual children in order to provide in-depth information about variation in their delivery styles of three types of narratives in English or Spanish, in home and school settings.
11) Cross Language Research: Orthography and Reading	FY '81	\$ 50,000 3/20/81-3/19/82	Department of Psychology University of California Riverside, CA 92521	Ovid J. Tzeng (714) 787-3839	Blanca Rosa Rodríguez NIE (202) 254-5766	To examine the relationship of orthographic characteristics of languages such as Chinese, Korean, Hebrew, and English and the reading behaviors of child and adult speakers of these languages, and to determine how various orthographic systems map onto their spoken forms.
12) The Causal Relationship between the Development of Bilingualism, Cognitive Flexibility, and Social Cognitive Skills in Hispanic Elementary Children	FY '81	\$ 65,165 9/30/81-9/29/84	Department of Psychology Yale University Box 11A Yale Station New Haven, CT 06520	Kenji Hakuta (203) 436-8423	Daniel Liliham, NIE (202) 254-5766	To examine longitudinally the cognitive and social development in both Spanish and English of bilingual children in order to assess the positive cognitive and social effects of bilingualism.
13) Mathematics Learning Styles of Chinese	FY '81	\$ 31,645 8/1/81-11/30/82	ARC and Associates 310 Eighth Street, #220 Oakland, CA 94607	Sau-lum Tsang (415) 834-9435	Luis Ortiz-Franco, NIE (202) 254-6572	To identify strategies used by Chinese immigrant high school students in solving elementary algebra problems in order to make recommendations to teacher and textbook writers for improving the teaching and learning of mathematics for such students.

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Study	Funding Year	Funding Amount	Length	Contractor	Principal Investigator	External Project Officer and OBENELA Liaison	Goal of Study
141 A Study of the Cognitive Development of Hispanic Adolescents Learning Algebra Using Clinical Interview Techniques	FY '81	\$ 31,680	8/1/81-11/30/82	Physics and Astronomy Department University of Massachusetts Amherst, MA 01003	William Gerace José Mestre (415) 545-1310	Luis Ortiz-Franco, NIE (202) 254-6572	To determine the learning patterns of Hispanic (mostly Puerto Rican) bilingual high school students in solving elementary algebra problems through regular interviews using the clinical approach; findings will not only assist in mathematics curriculum design for bilingual students but will also help the subjects identify their own successful learning strategies and avoid common error patterns.
151 Language Functions and Use in Third Grade Reading Lessons	FY '81	\$ 61,001	12/15/81-12/14/82	ARC and Associates 310 Eighth Street #220 Oakland, CA 94607	Larry Guthrie Sau-Lim Tsang (415) 834-9455	Cynthia Wallat, NIE (202) 254-5766	To identify language proficiency problems third grade Chinese American children may experience in reading groups and in other school activities.
161 Development of Writing in a Bilingual Classroom	FY '81	\$ 52,318	3/2/81-3/1/82	Department of Education Arizona State University Tempe, AZ 85287	Carole Edelsky (602) 965-6063	Cynthia Wallat, NIE (202) 254-5766	To analyze writing concepts, abilities, and strategies acquired by third graders in a Spanish/English bilingual program.
171 English Language Use of Adolescent and Young Adult Vietnamese Refugees	FY '81	\$ 64,891	9/30/81-9/29/83	Center for Applied Linguistics 3520 Prospect Street, N.W. Washington, DC 20007	Walt Wolfram Barbara Robson (202) 298-9292	Cynthia Wallat, NIE (202) 254-5766	To investigate the possible emergence of an ethnic variety of English by studying three different age groups of Vietnamese adolescents and young adults and comparing their English with adult/parental models.
181 Investigation of Language Behavior among Puerto Ricans in the U.S.	FY '81	\$ 62,180	3/6/81-3/5/83	Centro de Estudios Puertorriqueños 445 West 59th Street Room 1205 New York, NY 10019	Pedro Pedraza Alicia Pousada Adrian Bennett (212) 489-5260	Cynthia Wallat, NIE (202) 254-5766	To reanalyze a database of recorded Spanish and English speech samples of adults and children in a U.S. Puerto Rican community in order to identify the variety of English, and discourse structures and strategies in both Spanish and English.
191 Language Diversity and Classroom Discourse	FY '80 FY '81	\$ 48,149 \$ 56,681	10/1/80-7/31/82	Center for Applied Linguistics 3520 Prospect Street, N.W. Washington, DC 20007	Roger Shuy Ceil Kovac (202) 298-9292	Joe Dominic, NIE (202) 254-5407	To study the effects of language diversity on elementary students' learning attitudes and behaviors.
201 Development of Writing in Native American Children	FY '81	\$ 70,000	9/30/81-9/29/83	Program in Language and Literacy College of Education University of Arizona Tucson, AZ 85721	Yetta Goodman (602) 626-4386	Joann Kinney, NIE (202) 254-5766	To use case studies to develop profiles of how third grade Papago children change their composing, spelling, grammatical, and motor skills during writing, and to identify the order in which these factors emerge over a two-year period.
211 Bilingual Communication Skills in Classroom Context Processing	FY '80 FY '81 (Part C funding in FY '81 only)	\$ 40,020 \$ 63,700	9/22/80-9/21/82	Center for Human Information University of California San Diego La Jolla, CA 92093	Luis Moll (714) 452-4006	Edward Fuentes, NIE (202) 254-5407	To describe and analyze formal learning activities designed to promote the bilingual communication skills of Spanish-speaking students of varied linguistic abilities in fourth grade bilingual programs.

Study	Funding Level	Length	Contractor	Principal Investigator(s)	Federal Project Officer and OBEMLA Liaison	Goal of Study	
22) Nonverbal Factors in the Education of Chinese American Students	FY '81	\$ 14,478	9/28/81-9/27/82	Asian American Studies Department San Francisco State University 1600 Holloway San Francisco, CA 94132	Malcolm Collier (415) 469-2698	Edward Fuentes, NIE (202) 254-5407	To analyze existing films and videotapes of instructional interaction patterns in 10 Chinese bilingual multi-ethnic classrooms, and to determine the degree to which such patterns are subject to cultural influences and their effect on the classroom education of Chinese American children.
23) Interdependence and Management in Bilingual Classrooms	FY '81	\$ 51,999	9/30/81-9/29/82	School of Education (CERAS) Stanford University Stanford, CA 94305	Elizabeth Cohen (415) 497-4661	Edward Fuentes, NIE (202) 254-5407	To use observation data of teachers and aides in order to examine the relationship between management and control of the classroom and the learning of math and science concepts in culturally and linguistically distinctive children.
24) Nonverbal Communication between American Indian Children and Their Teachers	FY '81	\$ 64,767	9/30/81-9/29/83	Native American Research Institute 3109 West 6th Street Lawrence, KS 66044	Paul Greenbaum (913) 841-0400	Virginia Koehler, NIE (202) 254-5407	To determine the differences between Native American teachers' and students' interpretations of their nonverbal behaviors both on and off reservations.
B-6: Report Series on Local Bilingual Education Programs	FY '81	\$ 82,893	6/15/81-3/1/82	E.H. White and Company 1025 Vermont Ave., N.W. Suite 710 Washington, DC 20005	Regina Kyle (202) 783-3294	Candace Miyamura, NIE (202) 254-5766	To produce a series of journalistic style reports describing a variety of bilingual programs that represent major minority languages, types and levels of schools and programs, both Title VII and non-Title VII.
C-1: Evaluation of the Classroom Component of the ESEA Title VII Bilingual Education Programs	FY '79 FY '80 FY '81	\$615,000 \$476,000 \$475,984	10/79-9/82	Development Associates 2924 Columbia Pike Arlington, VA 22204	René F. Cárdenas (703) 979-0100	David M. Shoemaker Office of Program Evaluation, ED (202) 245-9401	To acquire an understanding of the characteristics of current and distinctly different instructional approaches of basic bilingual education programs, and to determine the relationship between degrees of program implementation and student outcomes in the context of the documented instructional approaches.
C-2: Bilingual Education Management Information Systems	FY '81	\$ 22,000	annual	Pinkerton Computer Consultants (under contract to Office of Information Resources Management, ED) 5881 Leesburg Pike Suite 400 Baileys Crossroads, VA 22206	Richard Haddon (703) 820-5571	Dorothy Waggoner OBEMLA (202) 472-3520	To develop and install a computer-based management system to assist OBEMLA in cataloging and retrieving quantitative program information such as: numbers of students being served, teachers delivering bilingual education services, and funding levels of individual and collective grants.
C-3: Data Processing and Statistical Analysis for Elementary/Secondary Education Bilingual Education Formula and Secondary Analyses	FY '81	\$ 15,000	10/1/81-9/31/82	Applied Urbanetics Inc. 1701 K Street, N.W. Fourth Floor Washington, DC 20006	Ann Milne (202) 331-1800	Alan Ginsburg Office of Planning and Budget, ED (202) 245-7025 Ron Hall OBEMLA Liaison (202) 472-3520	To prepare for and conduct a series of databank analyses for the purpose of assisting OBEMLA in determining funding formulas to assist in the assessment of the numbers of LEP children needing and receiving bilingual education services other than Title VII.

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Study	Fiscal Year	Funding	Length	Contractor	Principal Investigator	Federal Project Officer and OBEMLA Liaison	Summary of Study
C-4a: A study of the in-service Training Needs Assessment Activities and Procedures in Title VII Basic Bilingual Education Programs	FY 81	\$ 84,904	6/81-2/82	Arawak Consulting Corporation 210 East 86th Street New York, NY 10028	Frank Guerrero Mary Miranda (212) 737-9683	Gilbert N. Garcia OBEMLA (202) 472-3520	To develop two monographs about in-service needs assessments and their consequent activities. The first, for Title VII grantees, will offer recommendations on what to include and how to conduct needs assessments for in-service staff development purposes. The second will assist federal program officers to deliver technical assistance to grantees in this area.
C-4b: Study to Determine the Feasibility of Adopting Head Start Evaluation Strategies to Title VII Pre-K and First Grade Contexts	FY 81	\$ 49,750	10/1/81-3/31/82	Juarez and Associates 12139 National Boulevard Los Angeles, CA 90064	Regino Chavez (213) 478-0826	Gilbert N. Garcia OBEMLA (202) 472-3520	To develop two monographs about evaluation approaches which can be adapted to Title VII contexts and which have been proved effective in Head Start contexts.
C-5: Study of ESEA Title VII Funded and Other Teacher Training Programs in Bilingual Education	FY 79 FY 80 FY 81	\$365,457 \$ 77,184 \$ 69,074	12/78-9/81	RMC Research Corporation 2570 West El Camino Road Mountain View, CA 94040	David Kaskowitz (415) 941-9550	Tetsuo Okada Office of Planning, Budget, and Evaluation, ED (202) 245-9401 Gilbert N. Garcia OBEMLA Liaison (202) 472-3520	To investigate the nature of a sample of Title VII and non-Title VII training programs in bilingual education, to conduct a follow-up study of graduates, and to develop a bilingual education teacher supply and demand formula which can be used to estimate the number of teachers in bilingual education needed, given existing national estimates of the numbers of LEP children in need of bilingual education, as well as in light of other factors such as teacher-student ratios and student geographic concentrations.
C-6: Capacity Building Study	FY 81	\$ 80,000	4/31/81-5/1/82	NTS Research Corporation 1735 Eye Street, N.W. Suite 709 Washington, DC 20006	Elizabeth Reiser (202) 296-4460	Gilbert N. Garcia OBEMLA (202) 472-3520	To determine the factors which assist LEAs to build their capacity to conduct programs of bilingual education with federal (Title VII) assistance, and to develop a monograph which includes guidelines for building this capacity.
C-7: A Meta-Analysis of Bilingual Education Programs Evaluation Data	FY 81	\$300,000	10/81-3/83	National Center for Bilingual Research/Southwest Regional Laboratory for Educational Research and Development 4605 Lampson Avenue Los Alamitos, CA 97020	Masahito Okada (213) 598-7661	David M. Shoemaker Office of Program Evaluation, ED (202) 245-9401 Gilbert N. Garcia OBEMLA Liaison (202) 472-3520	To conduct a meta-analysis of project performance information reported in LEA grantees' annual evaluation reports by abstracting information from a three-year sample of Title VII and non-Title VII reports and summarizing the characteristics of these reports, and determining the effectiveness of the projects, based on the reported data.

Appendix 2.--Projects Serving Persons of Limited-English-Speaking Ability under the Library Services and Construction Act, FY 1980

LSCA Funded Library Services to persons of limited English-speaking ability

Fiscal Year 1980

<u>State Library</u>	<u>Project</u>	<u>Language(s)</u>	<u>Number People Served</u>	<u>Expenditures</u>	
				<u>LSCA</u>	<u>Total</u>
AL State	Service to Migrants. In Baldwin County a Spanish speaking resident conducted programs for 150 children at the Camp Cullen Migrant Workers' School. In Jackson County a bilingual person conducted special programs for approximately 330 workers' children.	Spanish	790	\$ 4,952	\$ 7,790
AZ Cochise County, Bisbee	Spanish Language Materials. The objectives are to increase Spanish language holdings at the Douglas Public Library by 100% (800 titles), and to publicize the new resource through radio, newspapers, and service clubs, at the rate of one promotion per month in each media. Subject areas covered include self help, vocational, basic skills, literature and popular reading. Orders have been placed for nearly the entire grant; 429 book titles have been received and magazine subscriptions have arrived.	Spanish	9,938	6,500	379,142
AZ Gila County, Miami	Library Publicity. The objective was to publicize library services and programs in the county by publishing and distributing 10,000 brochures and 400 posters in Spanish and English, which will result in a 5% increase in the number of registered library users. Pictures were taken for the posters and flyers, and copy has been prepared.	Spanish	34,300	2,000	118,040

LSCA funded Library Services to persons of limited English-speaking ability

Fiscal Year 1980

<u>State Library</u>	<u>Project</u>	<u>Language(s)</u>	<u>Number People Served</u>	<u>Expenditures</u>	
				<u>LSCA</u>	<u>Total</u>
AZ Gila County, Miami	Spanish Materials. The objectives are to acquire at least 500 Spanish language books and publicize these new materials through media, flyers and posters. The project is behind schedule because of a change in library staff. The new project director is bilingual, has had experience developing Spanish language collections, and is reactivating the project.	Spanish	12,925	\$ 5,000	\$ 5,000
AZ Greenlee County, Clifton	Spanish Outreach. The objective is to meet the information and educational needs of Hispanic residents. There were Children's Story Hours and Family Film Nights; 136 books, 12 periodicals and Audio Visual materials in Spanish were ordered. Music and dance programs were offered. The programs on Parenting and Energy drew good attendance.	Spanish	5,280	12,420	64,990
AZ Hayden Public Library	Spanish Materials and Outreach. The population of Hayden is 80% Hispanic. The project provided a part-time outreach worker, the purchase of 200 books in Spanish, programs at the Senior Citizen Center, and publicized library services. A bilingual book fair is also planned.	Spanish	1,300	6,880	6,880

LSCA funded Library Services to persons of limited English-speaking ability

Fiscal Year 1980

<u>State Library</u>	<u>Project</u>	<u>Language(s)</u>	<u>Number People Served</u>	<u>Expenditures</u>	
				<u>LSCA</u>	<u>Total</u>
AZ Phoenix Public Library	Spanish Language Materials. The emphasis is on books on sociology, business, history and new fiction published in Spanish. Guidelines in Spanish explain the rules and policies of the Library. Publicity materials are being prepared.	Spanish	33,025	\$ 9,400	\$ 34,400
AZ Tolleson Public Library	Outreach to Minorities. The purpose of the project is to hire a bilingual person to conduct a survey of the adult Hispanic population to identify their characteristics, needs, interests and awareness of the Public Library and its services. The project director was hired, all materials were acquired, and bilingual story hours were held. Circulation of materials in Spanish has doubled since the program was begun.	Spanish	2,030	8,170	8,170
CA Anaheim Public Library	Library Outreach. Community awareness about the library and its services has increased, bookmobile stops have increased circulation; an Advisory Committee meets regularly, provides input and assists project staff in community activities. Publicity materials were produced and neighborhood deposit collections established.	Spanish	11,121	46,000	46,000

LSCA funded Library Services to persons of limited English-speaking ability

Fiscal Year 1980

<u>State Library</u>	<u>Project</u>	<u>Language(s)</u>	<u>Number People Served</u>	<u>Expenditures</u>	
				<u>LSCA</u>	<u>Total</u>
CA Inland Library System, San Bernardino	Shared Chicano Resources. The project had difficulty meeting objectives because of lengthy delays in hiring staff and the limited ability of staff to carry out some of the activities. Progress was made in developing the Chicano resource collection and the materials budget was expended on time. The major training activity, a workshop on conducting a community analysis, had to be postponed to the second year because project staff did not have the ability to provide such training, and an outside training specialist has to be recruited. Ground has been broken for the Paul Villasenor Branch which will serve as the Chicano resource collection for the system. The involvement of the Citizen's Advisory Team was minimal.	Spanish	190,010	\$110,700	\$110,700
CA Watsonville Public Library	Reading Lab for Mexican-American children. The children received 33 hours of formal tutoring by 3 staff members and 39 volunteers. Telephone contacts and personal visits were made with the parents and teachers of each child enrolled. The project was publicized in newspaper articles and radio talk shows in English and Spanish. At the conclusion of the program an open house	Spanish	174	34,600	34,600

LSCA funded Library Services to persons of limited English-speaking ability

Fiscal Year 1980

<u>State Library</u>	<u>Project</u>	<u>Language(s)</u>	<u>Number People Served</u>	<u>Expenditures</u>	
				<u>LSCA</u>	<u>Total</u>
	was held in the library for parents, teachers, tutors, city council members and the library board. A slide show illustrates the program. In reporting to the City Council the Library Director stated: "A large percentage of the children tutored have become regular library patrons...the services that this project provided are needed, and ...the contribution to children's lives and futures, and ultimately to the community, is incalculable."				
CT Hartford Public Library	La Biblioteca; a neighborhood Library for the Spanish speaking. The project was initiated in July 1980. Startup activities included the hiring of a half time Spanish speaking outreach person, and expanding the Spanish collection from 600 to 1,100 items.	Spanish	Not given	14,561	28,465
DE Wilmington Public Library	Spanish Outreach. The Library's Hispanic Branch serves a disadvantaged neighborhood, mostly Puerto Rican. The book collection is 3,000 volumes; there are also 250 sound filmstrips, 90 16mm films, 300 records and a pamphlet file. The Library has an Advisory Committee of 5 community residents. The Library is used by La Fiesta, a community day-care center,	Spanish	" "	16,668	41,795

LSCA funded Library Services to persons of limited English-speaking ability

Fiscal Year 1980

<u>State Library</u>	<u>Project</u>	<u>Language(s)</u>	<u>Number People Served</u>	<u>Expenditures</u>	
				<u>LSCA</u>	<u>Total</u>
	La Borinquena, a young adult center, and Empleo Boriquas, an employment center. The service was inaugurated in November 1979 and was well publicized, especially through the University of Delaware FM radio station which produces a half hour Spanish language program on Saturday mornings. The project provides library services to a large ethnic group which would not receive them were it not for LSCA, and whose language and culture are barriers to the use of services at the main library.			\$	\$
DC District of Columbia Public Library	Hispanic technician. The technician has spread the Library's message to the Spanish community through regular appearances on radio and TV stations for book talks. Community programs dealt with Christmas, forums on immigration and race relations, and the celebration of Hispanic Heritage Month at the Library. The technician selected and catalogued materials in Spanish and worked with Spanish speaking patrons. The Dial-A-Story program includes stories in Spanish for 6 weeks out of each year. Books were also purchased in foreign languages other than Spanish.	Spanish Chinese French German Korean Vietnamese	35,000	15,943	20,943

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LSCA funded Library Services to persons of limited English-speaking ability

Fiscal Year 1980

<u>State Library</u>	<u>Project</u>	<u>Language(s)</u>	<u>Number People Served</u>	<u>Expenditures</u>	
				<u>LSCA</u>	<u>Total</u>
FL North West Regional Library System, Panama City	Library Demonstration Project. English as a second language materials were provided to Vietnamese persons, and a workshop on how to tutor a non-English-speaking person in English was conducted. There were 186 Vietnamese registered borrowers who keep most of the 166 books in the Vietnamese collection in circulation. A part-time Vietnamese translator was hired to select materials. High interest low vocabulary titles in English on life coping skills were purchased. Some of the adults use children's books. Cultural programs were held for children. The public radio station agreed to broadcast a program for the Vietnamese. Pamphlets on library services were printed in Vietnamese. The Library cooperates with the Catholic Social Services in planning instruction on citizenship; such information is provided also on an individual basis. There are plans to develop a manual on library service to Indo-Chinese refugees. It will include a bibliography of recent titles in Vietnamese with footnotes on ways to order and process.	Vietnamese	400	\$ 20,000	\$ 26,600

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				<u>LSCA</u>	<u>Total</u>
GA Atlanta Public Library	Spanish Program. The project serves Spanish speaking persons in Fulton county and those in the Federal Penitentiary. The demand for this service continues to grow, and a full time professional librarian and 2 helpers are needed. Presently the project has one full time staff member and offers educational, recreational and cultural services to the Spanish speaking throughout the city. There are approximately 50,000 Spanish speaking people in the greater Atlanta area. Monthly film showings are held at the Highland Branch. The Federal prison has a book deposit of 200 books which are rotated quarterly, and monthly film showings serving 300 Hispanic inmates. Bookmobiles make biweekly stops in the Spanish community. Story hours were resumed at Slaton elementary school for 13 Mexican American children.	Spanish	3,170	\$ 5,500	\$ 5,500
ID State	Service to Persons with Limited English Speaking Ability. The State Library purchased books and audio visual materials in foreign languages for loan to all libraries. The number of Spanish language books added was increased over FY 79 additions. The Library at the Cald-	Spanish	23,900	1,087	8,960

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	well Labor Camp operates on a limited basis, with plans to operate it from early spring to late fall. The Nampa and the Caldwell Public Libraries maintain deposit collections of Spanish language materials to supplement the Camp Library service.				
LA State	Service to persons with Limited English speaking Ability. There are known concentrations of Spanish speaking in New Orleans, French speaking in Acadia (the Southwestern part of the State), small pockets of other nationalities in some small communities, and Vietnamese who reside in many areas of the State. Because the number of limited English users is small in most library service areas, the emphasis in Louisiana is to develop a strong collection at the State Library and make materials available through interlibrary loan. All areas of the State have a need for materials that assist a foreign language person to learn English. Information about these resources is disseminated through Catalogs, Lists, and news releases.	French Spanish Vietnamese	Est. 750,000	2,000	2,000

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MI Herrick Public Library	Bilingual service. Special collections were established for Spanish, Vietnamese, Cambodian, Laotian and Chinese users. The availability of the collections is made known through brochures in those languages distributed to Churches, Social Service agencies and schools.	Cambodian Chinese Laotian Spanish Vietnamese	Not Given	\$ 4,500	\$ 4,500
MI Oak Park Public Library	Collection development. Some 300 Russian immigrant families live in Oak Park, with many more expected over the next two years. Materials in the collection are publicized in the City Newsletter, through ethnic organizations and by word-of-mouth.	Russian	300	2,500	2,500
NJ Bergenfield Public Library	English as a second language. A literacy/limited English speaking project in which 55 tutors taught English to 45 students (the objective had been 15 tutors and 15 students). The library works with local schools. A number of students and their families have become library users.	Arabic Czech Greek Korean Laotian Polish	45	21,270	21,270
NJ Camden City Public Library	Literacy and English as a second language--part of a project to serve the disadvantaged. The Spanish speaking are helped through literacy training, cultural programs, and reading clubs.	Spanish	15,000	4,000	4,000

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				<u>LSCA</u>	<u>Total</u>
NJ Newark Public Library	Statewide Library Services for Hispanics. An Advisory Committee was established representing 16 libraries across the State. Two bilingual professional librarians and 2 bilingual clerks were hired, and 3,400 books were purchased. A special telephone number was dedicated for one purpose: any library in the State can call whenever a non-English speaking Hispanic came into a local library and could not make him/herself understood, the Newark bilingual staff translated the patron's needs. Reference and interlibrary loan service were offered and promoted extensively. Collection development was achieved by purchasing book titles in multiple copies, one of which remains in the Newark Library, and the additional copies were made available for bulk loans to other libraries for use in Hispanic communities. During the reporting period 33 libraries took advantage of the bulk loans, making more than 1,000 books in Spanish available to the 33 communities. The Newark Public Library circulated 2,569 books in Spanish.	Spanish	58,000	\$ 92,238	\$ 92,238

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NY Brooklyn Public Library	Outreach service. El Centro is a part of a branch library in a predominantly Spanish-speaking community. The project employs a bilingual staff and provides publications and films in Spanish. Programming is an essential part of the service: 180 programs in 31 categories were presented; educational programs are emphasized, such as job workshops, English as a second language classes, and homework assistance. Of the 2,382 reference questions asked, most were for job information. Based on the nature of the questions, the Director characterizes the service as a Crisis Center more than an Information Center. Hours of opening had to be reduced 48%.	Spanish	271,769	\$139,857	\$139,857
	MURL. Approximately 20% of the funds for this MURL project were spent on Russian language books for the large Russian immigrant population in Brooklyn.	Russian	5,000	10,000	10,000
NY Mid Hudson Library System	Spanish language materials. The purpose of the project is to enhance the Spanish language collection at the Howland Library to serve the Spanish community in Beacon. Sixty books and a periodical subscription were purchased, and the library plans to use more of its local funds for the project.	Spanish	2,600	1,000	1,000

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<u>State</u> <u>Library</u>	<u>Project</u>	<u>Language(s)</u>	<u>Number People Served</u>	<u>Expenditures</u>	
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NY Monroe County Library System	Biblioteca Manuel Alonso. Provides li- brary services to an area of Rochester previously unserved because of its dis- tance from existing libraries. The main failure has been the inability to regis- ter large numbers of patrons, although 350 persons visited the site early in the project year. Activities have in- cluded neighborhood cleanup, a Main Li- brary tour, and arts and crafts projects; 5 story hours were held. The project was hampered by renovation work, how- ever, late in the project year use in- creased markedly.	Spanish	271,769	\$139,857	\$139,857
NY New York Public Li- brary	Outreach special services. The bilin- gual component of the project provides bilingual staff, materials and program- ming. The published Directory of Com- munity services in English and Spanish, the only bilingual publication of its type, covers 2,500 human service and community agencies and groups. It is now online to facilitate immediate and continuing direct input and update of data. Asian/Pacific American Heritage Week was celebrated by the Lower East Side Project with programs featuring a Chinese Music Ensemble, a Puppet Show, and a paper flower workshop for chil- dren. Project staff acted as resource persons for community activities, and addressed groups. Project effective- ness was hampered by lack of enough staff and lack of funds to purchase materials.	Chinese Spanish	355,766	120,367	120,766

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<u>State</u> <u>Library</u>	<u>Project</u>	<u>Language(s)</u>	<u>Number People Served</u>	<u>Expenditures</u>	
				<u>LSCA</u>	<u>Total</u>
NY New York Public Li- brary	MURL. The Donnell Branch acquired 712 foreign language books. Circulation from the foreign language collection was 109,032.	Danish French Hungarian Spanish	not known	\$ 9,000	\$ 9,000
NY Queensborough Public Library	Early Standard English Skills. Sub-standard language skills of children from non-English speaking families are upgraded by exposure to well-written and imaginative children's literature.	Many	11,000	13,000	13,000
	New Americans. Provides library services to new immigrants and residents with limited knowledge of English. Services include a foreign language mail-a-book (circulation, 1,637); 10 classes in English as a second language (285 students from 36 countries completed the courses); a creative writing workshop in Russian; ethnic interest and survival skills information (634 attended); 31 films in 12 languages were shown in 13 branches to a total audience of 3,026. Subscriptions to 36 popular periodicals 2,000 books were ordered, and 60 records and cassettes for learning English from another language were purchased in all languages available. A microfiche record of the Central Library foreign collection was ordered for distribution to all branches; 463 hours of special programs were attended by 8,196 persons. Many thank you letters in many languages have been	A great many	199,257	58,021	58,021

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				<u>LSCA</u>	<u>Total</u>
	received from users of the service. One of the problems was the disparity in number and quality of the community organizations representing ethnic groups, which made it difficult to es- tablish an equal working relationship with all groups. The Library is trying to deal with this problem by working with broad-based institutions such as schools with bilingual programs and churches which hold services in foreign languages..			\$	\$
NY	Rochester Public Li- brary	MURL. Asian language materials were purchased to meet the high demand which was occurred as a result of the influx of immigrants from Asia to the Rochester area.	Chinese Japanese Korean Laotian Thai Vietnamese	450	1,000
NC	Cumberland County Public Library	Statewide Library Program--Bilingual. North Carolina Foreign Language Center is funded by LSCA and operated by the Cumberland County Public Library. In its fifth year, the center serves all of the state's residents. Any library can make use of the collection through interlibrary loan. The center provides (1) recreational reading in non-English languages, (2) resources for learning English as a second language, (3) materials for learning foreign languages, and (4) bilingual informa- tional resources. The collection consists of books, comics, cassette tapes, records, sound filmstrips, posters	70+ (French, German, Greek, Hebrew Hungarian, Italian, Japanese, Korean, Russian, Spanish, and Vietnamese	7,000+	72,500

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State Library

<u>State Library</u>	<u>Project</u>	<u>Language(s)</u>	<u>Number People Served</u>	<u>Expenditures</u>	
				<u>LSCA</u>	<u>Total</u>
	and games. The Foreign Language Center buys recreational and instructional books, with emphasis on contemporary novels and poetry. The center is building a reference collection of bilingual popular and technical dictionaries and also receives approximately thirty magazines.			\$	\$
PA Bethlehem Public Library	Spanish speaking. A Spanish-American librarian was hired. Her professional enthusiasm and her ability to communicate with the Spanish community have been the key factors in the project's success. She organized a variety of programs at the Library; a "standing room only" series on Mexican, Chilean and Puerto Rican programs was presented during National Hispanic Cultural Week.	Spanish	17,000	16,900	16,900
RI State	Service to inadequately served and disadvantaged. Grants were made for purchase of foreign language materials to the Barrington Library for Chinese and Portuguese, to the Westerly Library for Italian, to Providence for Spanish, to Pawtucket for Polish, to Woonsocket for French. In addition Providence received a grant for a bilingual puppet show.	Chinese French Italian Polish Portuguese Spanish	8,935	4,343	4,343

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State Library	Project	Language(s)	Number People Served	Expenditures	
				LSCA	Total
SC Charleston County Li- brary	Service to persons of limited English speaking ability. The Charleston Li- brary was selected to be the central collection of foreign language materials for the entire State, this was deemed a better way to serve the small number of non-English speaking residents in the State, rather than develop small col- lections in several public libraries around the State. Foreign language and English-as-a-second-language materials, including 500 books and 22 periodical and newspaper subscriptions, were ordered and received. FY 80 funds were used to build a fiction collection primarily in French, German and Spanish; some titles in Greek and Hebrew were purchased also. The total collection numbers 1,100 vol- umes. Titles in the foreign collection were included as a supplement to the microfilm edition of the State Library's card catalog. These materials are made available statewide through interlibrary loan.	French German Greek Hebrew Spanish	48,751	\$ 8,000	\$ 8,000
TX South Texas Library System, Corpus Christi	Service to Spanish speaking. Five 16mm films were purchased; circulation of bilingual films was 457. More than 25,000 bilingual bookbags were distrib- uted; 4 public service announcements were sent to 2 Spanish language radio stations.	Spanish	Not Given	7,507	7,507

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				<u>LSCA</u>	<u>Total</u>
TX Northeast Texas Li- brary System, Dallas	Service to Hispanics. Literacy and En- glish as a second language workshops were held. Spanish language materials were purchased. English as a second lan- guage classes given. Programs on Spanish heritage, history, art, and culture were held, attended by over 1,000 persons. Brochures in Spanish were printed.	Spanish	Not Given	\$ 36,130	\$ 36,630
TX Houston Area Library System	Service to Hispanics. Spanish language materials were purchased.	Spanish	Not Given	59,215	99,215
TX San Antonio Area Li- brary System	Service to Hispanics. Spanish language materials were purchased. A packet of catalogs from publishers that handle publications in Spanish (including films and recordings) was compiled. Monthly System Newsletters include an article on Proyecto LEER, recommendations of books in Spanish, source of bilingual poster on a library theme, and local sources for the purchase of books in Spanish.	Spanish	Not Given	2,570	2,570
UT State	Public library services to limited English speaking persons were provided by bookmobile to clusters of Vietnamese and Cambodian refugees in central Millard County, and Mexican-American migrant workers in Davis, Utah and Weber counties.	Spanish Cambodian Vietnamese	240	7,025	7,025

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				<u>LSCA</u>	<u>Total</u>
VA Arlington Public Li- brary	Service to Limited English speaking. Library publications were purchased in 4 foreign languages.	French Korean Spanish Vietnamese	18,000	\$ 3,323	\$ 3,323
WI Winding Rivers Li- brary System	Library materials for Cuban refugees. The objective was to provide relevant reading materials to the Cuban refugees residing at Fort McCoy. The project helped an emergency situation. News- papers, paperbacks and practical mate- rials were acquired and disseminated. Republic Airlines helped deliver the newspaper Diario las Americas published in Miami.	Spanish	20,000	3,268	3,268
WI Winnefox Library Sys- tem	Library service to Spanish speaking. Provides library materials and services to Hispanic communities where the His- panic population exceeds 1% of the total population. Paperbacks and other mate- rials were delivered to migrant camps, day care centers, social centers, and a migrant medical center.	Spanish	Not Given	8,630	8,630

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Insular Areas

<u>State Library</u>	<u>Project</u>	<u>Language(s)</u>	<u>Number People Served</u>	<u>Expenditures</u>	
				<u>LSCA</u>	<u>Total</u>
PR Public Library Division	Public library services. Evaluation of book collections and purchase/processing of new books was done for 6 newly organized libraries, 4 of which are in new buildings. A new deposit collection was prepared for a public housing project in Rio Piedras. Numerous orientations were conducted in communities to inform local governments and agencies of available library services. Bookmobile service was extended to 10 additional sectors lacking service; 4 additional friends of the library groups were established; book collections were enriched to meet community needs; 20 new collections were made available to isolated rural areas.	Spanish	1,000,000	\$798,345	\$1,953,442
VI Bureau of Libraries	Bilingual Program. Since the majority of the Spanish speaking reside in Frederiksted, a bilingual staff member was transferred there to improve service. New books were added to the Spanish collection, and a bibliography of Spanish language materials was compiled.	Spanish	200	4,259	9,062